

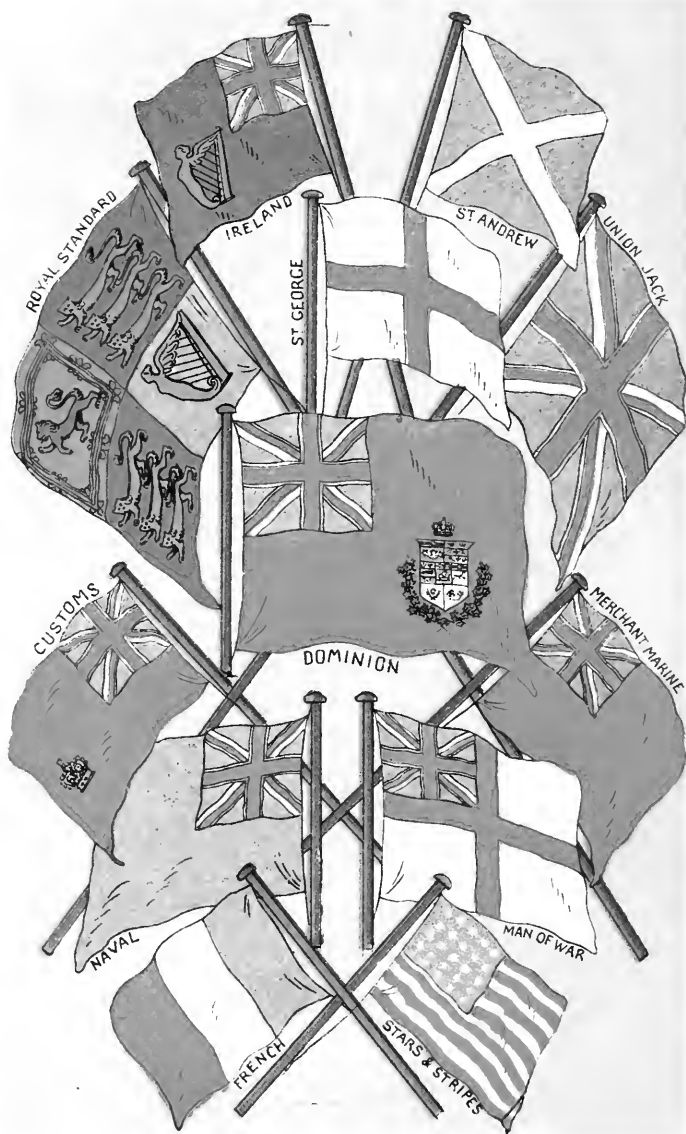
ROYAL
CANADIAN



READERS.



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ROYAL CANADIAN SERIES.

THIRD
READING BOOK.



TORONTO:
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(LIMITED.)

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PREFACE.

IN the selection of reading lessons suited to the age of the pupil, three things have to be kept in view: 1st, the character of the words; 2nd, the mode of expression; and 3rd, the quality of the matter. It is possible to be abstract in monosyllables, while the simplest narrative may be couched in terms beyond the comprehension of the reader.

In the following compilation it will be found, as a rule, that where difficult words occur, the sentences are not involved, neither are the ideas obscure to the child-mind; and that where the subject is somewhat hard to be understood, the language employed is simple in its style. The only exception to this will be found in a few lessons towards the end of the book.

Every lesson contains something instructive, patriotic, or amusing, or all of these combined. Especial attention has been paid to the introduction of as many Canadian references as possible, and the propriety of this course must be apparent to every teacher in the Dominion.

With a view to the inculcation of sound moral principles, respect for old age, kindness to animals, temperance, and other virtues are made subjects of consideration; while hygiene, natural history, and other topics likely to be instructive to youth find a prominent place.

Many of the poetical selections are worthy of being committed to memory, more particularly the stanzas occasionally to be found at the end of the lessons. The practice of memorizing should, therefore, be urged upon the pupil.

In the columns of words for pronunciation, Worcester is the authority for syllabication and accentuation. It is recommended that these words be distinctly enunciated by the teacher when the reading lesson is assigned. This should be done, first, by making a decided pause at the end of each syllable; on repeating the word, the pauses should be less marked; and when the word is uttered for the third time, the usual and correct pronunciation should be heard, thus: in—tel'—li—gi—bly, in-tel'-li-gi-bly, intel' ligibly. In every case the vowel sounds ought to be brought out distinctly.

Most of the definitions may readily be substituted in the text for the words that are defined. Where it was found difficult to give the meanings of single words, a group of them, or a whole phrase, has been taken. It will be noticed that these definitions are not mere *dictionary equivalents*; being somewhat colloquial in character, they are suited to the capacity of the scholar. No attempt has been made to define *all* the difficult words—something is left for the exercise of the pupil's judgment. Occasionally, definitions are given, not so much because the words are difficult to understand, as from a desire to furnish examples of concise expression.

The questions have been carefully graded in compliance with the requirements of the new Public School Programme, and bear for the most part either directly or indirectly upon the art of composition; with the object of enabling children, whose attendance at school is limited, to acquire a better knowledge of English than they have hitherto been able to secure. The questions are also intended to awaken thought on the part of the pupils, and thus to prevent them from falling into careless habits of reading and of study.

The exercises to be written (either on the slate or upon paper) will prove useful, not only as a means of testing the progress made by the class, but of affording practice in composition, and of providing work to be performed at the desk.

The teacher should insist upon every answer, whether oral or written, being given in proper form. Intonation, inflection, pronunciation, and literary construction ought, when the answers are made orally, to be kindly but strictly criticised. When the answers are given in writing, the spelling, the capitals, the punctuation, and the general neatness of the work should be closely scrutinized.

Spelling should be taught chiefly by means of dictation and composition exercises.

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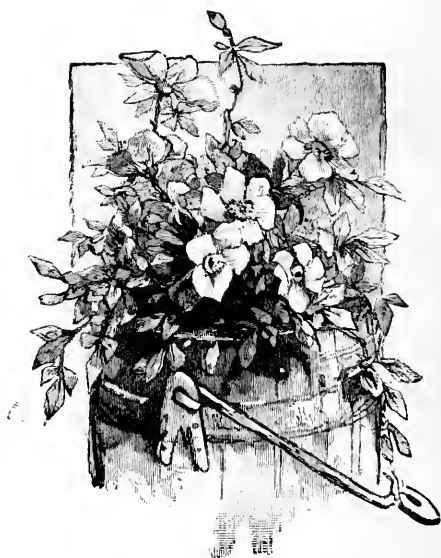
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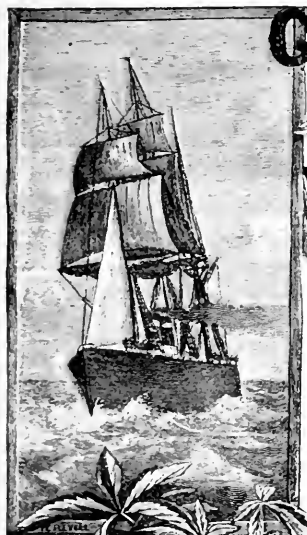
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THIRD READING BOOK.

PART I.



GETTING ALONG



Pronounce distinctly :—

ap peared'
syl' la bles
news' pa pers (not nooz)
mag' a zines
dif' fi cult
reg' u lar ly (not reglarly)
in tel' li gi bly
in tel' li gent ly
lan' guage
di rec' tions
in' ter est ing
sub' jects

1. Well, now we are making progress! At last we have reached the Third Reading Book! Only a few years ago, we didn't know one letter from another, and it appeared to us a very hard thing indeed to

1. Tell why all the capital letters in this paragraph are used.



learn the names even of little words. Now we can pronounce at sight some words that have as many as three or four syllables, and we understand also how to raise and lower our voices to suit the sense of what we are reading.

2. Besides this, we are able to write neatly the correct form of almost every word in our school-books, and of many more we have seen in other books at home, as well as of those in newspapers and magazines, and even on signboards.

3. All this is because we have been taught the right use of our eyes and ears. We know that many people, who see and hear just as well as we do, find it difficult to understand printing and writing, because they have never had a teacher.

4. In a few years more, if we attend school regularly and do not fritter away our time there, we should be able to read, not only *intelligibly* but *intelligently*, nearly every kind of book in the English language.

5. To read intelligibly, we must pay strict attention to the directions given by our teacher, and try to profit by what we are told. To read intelligently, we must learn to think, which is something that most children and a great many older people find it very hard to do.

6. In this book we shall meet with stories about many interesting subjects. How many of us, I wonder, will find ourselves a year hence wiser, better, and therefore happier children than we are to-day? We shall see.

2. Name some **newspapers** and **magazines**.

4. Read the sentence, and in place of **fritter**, **intelligibly**, and **intelligently**, use the meanings of these words supplied below.


5. Explain **strict attention**, and **to profit**.

6. Explain **therefore happier**.

making progress; getting on well.
magazines; books in paper covers,
 usually published monthly.
fritter; trifle.

intelligibly; so as to be understood by others.

intelligently; so that we ourselves may understand.

 Teachers are reminded that the notes and questions appended to each lesson are not intended to exhaust the subject.

The words **intelligibly** and **intelligently** are introduced with the view of enabling teachers to employ them in future lessons, when criticising the reading of the pupils.

Write statements about **newspapers**, **teacher**, and **children**.

II.—THE CASTAWAY.

Pronounce distinctly :—

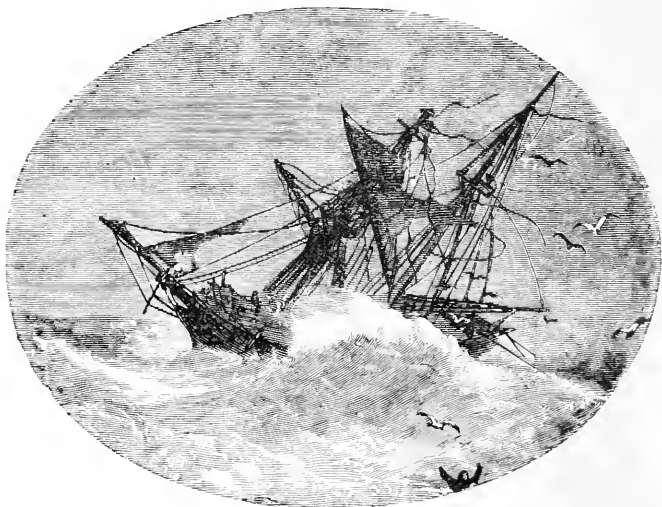
un known' **hur' ried** **bur' ied** (*berriid*)

1. We were fifteen hands all told when we sailed,
 And here I am to-day
 Left all alone, for the rest went down
 With the ship in an unknown bay.
 A sudden squall on the starboard bow,
 And I was among the waves,
 And I heard my mates gasp hurried prayers,
 As they sank to their sailor-graves.
2. And I thought of their prayers, (I'd never prayed,)
 As I sat on the dripping weeds
 On a rock I'd reached, and buried my face,
 For all the old evil deeds
 That ever I'd done came into my mind—
 For I'd lived a wild life before.
 'Tis awful to be alone with God
 And the sea on an unknown shore !
3. 'Tis then, my lads, that one needs a friend,
 But who'd be a friend to me ?

1. Explain **hands**, **sudden squall**, and **mates**.

2. Read the verse, using instead of **rock**, **deeds**, and **wild**, other words having the same meanings as these.

I'd not thought about God since I left the school
As a lad to go to sea,
And then I remembered a picture-card
That hung on the old school wall—
Christ walking upon the stormy waves,
With a saint I can't recall,



And the words below, "Be not afraid—"
Then I raised my eyes again,
And the storm was hushed, and the eastern sun
Rose bright on a glassy main,
As the ship hove in sight that brought me off,
And I vowed I would faithful be
In serving Him, the sailor's Friend,
Who had done so much for me.

3. Name the saint that the **castaway** had forgotten. (See Matt. xiv. 28.) Who uttered the words quoted? Why do **Him** and **Friend** begin with capitals?

4. And I trust when the Sea of Death comes up,
Which we all know, lads, must be,
If I have done all that I could for Him,
He'll do what is best for me.

4. Give another word for **trust**. Explain **Sea of Death**.

told; counted. See verses 16 and 17 of Lesson XXII. a **glassy main**; an ocean as smooth as glass.

starboard bow; front right-hand side. **hove in sight**; came in view.

awful; fearful, dreadful.

vowed; made a solemn promise.

recall; bring to mind.

faithful; upright, true.

Write statements about a **bay**, a **shore**, a **sea**, a **storm**, the **eastern sun**, and **evil deeds**.

III.—THE FARMER AND THE FOX.

Pronounce distinctly :—

poul' try
threat' ened
rogue

re spon si bil' i ty
neg lect' ed
pret' ty

ven' geance (*jans*)
cab' ba ges
hin' der

1. A Farmer, whose poultry-yard had suffered severely from foxes, succeeded at last in catching one in a trap.

"Ah, you rascal!" said he, as he saw him struggling, "I'll teach you to steal my fat geese. You shall hang on the tree yonder, and your brothers will see what comes of thieving."

2. The Farmer was twisting a halter to do what he had threatened, when the Fox, whose tongue had helped him in hard pinches before, thought there could be no harm in trying if it might not do him one more good turn.

1. Why is the apostrophe in **I'll**? Notice the use of **shall** and **will**.

2. Name the silent letters in **tongue**, and **thought**. Explain **hard pinches**, and **good turn**.

3. "You will hang me," he said, "to frighten my brother foxes. On the word of a fox, they won't care a rabbit-skin for it; they'll come and look at me, but you may depend upon it, they will dine at your expense before they go home again!"

4. "Then I shall hang you for yourself, as a rogue and a rascal," said the Farmer.

"I am only what Nature chose to make me," the Fox answered; "I did not make myself."

5. "You stole my geese," said the man.

"Why did Nature make me fond of geese, then?" said the Fox. "Live and let live; give me my share, and I won't touch yours; but you keep them all to yourself."

6. "I don't understand your fine talk," answered the Farmer; "but I know that you are a thief, and that you deserve to be hanged."

7. "His head is too thick to let me catch him so," thought the Fox; I wonder if his heart is any softer. "You are taking away the life of a fellow-creature," he said; "that's a responsibility,—it is a curious thing, that life, and who knows what comes after it? You say I am a rogue; I say I am not; but at any rate I ought not to be hanged, for if I am not, I don't deserve it; and if I am, you should give me time to repent." "I have him now," thought the Fox; "let him get out of it if he can."

3. Of what words are **won't** and **they'll** short forms?

4. Point out all the words of two syllables. What is the difference between a **rogue** and a **rascal**?

5. Explain the use of the mark (?) after **then**. What is it called?

6. Give meanings for **fine talk**, and **deserve to be hanged**.

7. Explain the first line. Divide **responsibility**, **curious**, **deserve**, and **repent** into syllables. Tell what you understand by **to repent**.

8. "Why, what would you have me do with you?" said the man.

"My notion is, that you should let me go, and give me a lamb, or a goose or two, every month, and then I could live without stealing; but perhaps you know better than I do; and as you say, I am a rogue, my education may have been neglected; you should shut me up, and take care of me, and teach me. Who knows but in the end I may turn into a dog?"

9. "Very pretty!" said the Farmer; "we have dogs enough, and more, too, than we can take care of, without you. No, no, Master Fox; I have caught you, and you shall swing. There will be one rogue less in the world, anyhow."

"It is mere hate and unchristian vengeance," said the Fox.

10. "No, friend," the Farmer answered, "I don't hate you, and I don't want to revenge myself on you; but you and I can't get on together, and I think I am of more importance than you. If nettles and thistles grow in my cabbage-garden, I don't try to persuade them to grow into cabbages. I just dig them up. I don't hate them; but I feel somehow that they musn't hinder me with my cabbages, and that I must put them away; and so, my poor friend, I am sorry for you, but I am afraid you must swing."

J. A. FROUDE.

8. Name the silent letters in **lamb**, **know**, **rogue**, and **teach**.

9. What word already used has the same meaning as **swing**? What does **unchristian** mean?

10. Name all the words that are shortened. Explain **revenge** and **persuade**. Show that **afraid** here does not mean *frightened*.

poultry ; barn-yard fowls—hens, turkeys, ducks, and geese.	a responsibility ; something one must answer for, or that one should be careful about.
what he had threatened ; what he had said he would do in the way of punishment.	neglected ; not attended to.
hard pinches ; dangers, difficulties.	vengeance ; spiteful punishment. persuade ; coax, induce.

Write sentences about a **farmer**, and **farmers** ; a **fox**, and **foxes** ; a **lamb**, and **lambs** ; a **dog**, and **dogs**. Draw one line under the words that show what the statement is made about, and two lines under the words that show what is stated, thus:—

Good scholars are attentive.

IV.—THE GIANT AND THE DWARF.

Pronounce distinctly :—

pu' ny
writh' ing (long i)

suc' cor
per' il

trai' tor
val' or

- As on through life's journey we go day by day,
There are two whom we meet at each turn of the
way,
To help or to hinder, to bless or to ban,
And the names of these two are "*I Can't*" and
"*I Can.*"
- "*I Can't*" is a dwarf, a poor, pale, puny imp ;
His eyes are half blind and his walk is a limp ;
He stumbles and falls, or lies writhing with fear.
Though dangers are distant and succor is near.

1. What is the difference in meaning between **meet** and *meat* ; **two** and *too* ? Supply a word after **two**.

2. Name the silent letters in **pale**, **lies**, **though**, and **near**. What is an imp ?

3. "*I Can*" is a giant; unbending he stands ;
There is strength in his arms and skill in his hands.
He asks for no favors ; he wants but a share,
Where labor is honest and wages are fair.
4. "*I Can't*" is a sluggard, too lazy to work ;
From duty he shrinks, every task he will shirk :
No bread on his board, and no meal in his bag ;
His house is a ruin, his coat is a rag.
5. "*I Can*" is a worker ; he tills the broad fields,
And digs from the earth all the wealth which it
yields ;
The hum of his spindles begins with the light,
And the fires of his forges are blazing all night.
6. "*I Can't*" is a coward, half fainting with fright ;
At the first thought of peril he slinks out of sight ;
Skulks and hides till the noise of the battle is past,
Or sells his best friends and turns traitor at last.
7. "*I Can*" is a hero, the first in the field ;
Though others may falter, he never will yield ;
He makes the long marches, he deals the last blow,
His charge is the whirlwind that scatters the foe.
8. How grandly and nobly he stands to his trust.
When roused at the call of a cause that is just ;

-
3. Use another word instead of **but**. Explain **favors** and **share**.
 4. Explain **shrinks** and **shirk** ; **board** and **bag** ; **ruin** and **rag**.
 5. Read this verse, using *cultivates*, *riches*, and *commences*, instead of other words having meanings similar to these. What occupations are referred to ?
 6. Use other words having the same meaning as **fainting**, **peril**, **slinks**, **skulks**, and **traitor**.
 7. Explain **first in the field**, and **His charge is the whirlwind**.
 8. Tell what you understand by the phrase **he stands to his trust**.

He weds his strong will to the valor of youth,
And writes on his banner the watchword of Truth!

9. Then up and be doing! the day is not long;
Throw fear to the winds, be patient and strong!
Stand fast in your place, act your part like a man,
And when duty calls, answer promptly, "I CAN."

9. Give the meaning of **stand fast**, and **act your part**.

to ban; to curse.

puny; small or weak.

writhing; twisting his body.

succor; help assistance.

spindles; machinery; small rods
that are made to run very rapidly
for the purpose of twisting
threads to be used in making
cloth.

tills; cultivates, works.

forges; workshops with furnaces
for making articles of iron.

turns traitor; becomes false.

falter; hesitate or delay in action.

weds; joins, unites.

watchword; word to be known
by; signal word.

promptly; readily, quickly,

Write sentences about **a dwarf**, **a giant**, **a sluggard**, **a worker**,
a coward, and **a hero**. Underline the parts of the statement as in
exercise—Lesson III., page 8.

V.—THE BEAVER.

Pronounce distinctly :—

es pe' cial ly

in clud' ing

chest' nut (*chess*)

cu' ri ous

fre' quent ly

pre fer'

hun' dred (*not derd*)

ma te' ri al

gnaw' ing

cau' tious ly

in hu' man

sa ga' cious

1. The beaver is found chiefly in North America,
and more especially in the Dominion of Canada. It is
about three and a half feet long, including the flat, pad-
dle-shaped tail, which is usually a foot in length. The



BEAVERS AT WORK.

long, shining hair on the back is chestnut colored, while the soft fur that lies next the skin is grayish brown.

2. Beavers build very curious huts for themselves, and frequently a great number of these huts are placed close together like houses in a town. They always build beside rivers or lakes, as they swim much more easily than they walk.

3. When they build on the bank of a stream, they make a dam across it for the purpose of keeping the water at the desired height.

4. These dams are made chiefly of mud, stones, and the branches of trees. They are sometimes upwards of a hundred feet in length, and are so skilfully constructed that they look more like the work of men than of dumb animals.

5. Their huts are made of the same material as the dams, and are round in shape. The walls are very thick, and the roofs are finished off with a thick layer of mud, sticks, and leaves. They commence building their houses late in the summer, and do not get them finished before the early frosts set in. The frost makes the walls tighter and stronger.

6. They obtain the wood for their dams and huts by gnawing with their sharp front teeth through the

1. The words **foot** and **lies** have more than one meaning; give two other meanings for each word. Explain **paddle-shaped**.

2. Give the meanings of **curious**, **frequently**, **placed**, and **lakes**.

3. Point out a word that is used in place of **beavers**. Explain **desired height**.

4. For what does **they** stand in this paragraph? Why are they called **dumb animals**?

5. How does **made** differ in meaning from *maid*? **off** from *of*? and **not** from *knot* and *nought*?

6. Name and spell other words pronounced like **wood**, **through**, **some**, and **bark**, and tell what they mean.

branches of trees, and even through the trunks of some as thick as an ordinary stove-pipe. They peel off the bark, and lay it up in store for winter food. The fur of the beaver is highly prized. The men who hunt these and other animals for the sake of their fur are called trappers.

7. A gentleman once saw five young beavers playing. They would leap upon the trunk of a tree that lay near a beaver-dam, and push one another into the water. He crept forward very cautiously, and was about to fire on the little creatures; but their amusing tricks reminded him so much of some children he knew at home, that he thought it would be inhuman to kill them. So he left them without even disturbing their play.

8. No doubt many of you have seen upon the banks of our streams some of the clearances made by these sagacious animals in building their dams. Such clearances are called "beaver meadows," and they usually form excellent pasture grounds for cattle and sheep.

9. As the beaver has the credit of being one of the busiest creatures in the world, it has been chosen as an emblem* in our coat of arms.

"As busy as a beaver," and "to work like a beaver," are common sayings. To how many pupils in this class may they be truthfully applied?

7. Explain **trunk of a tree**, **cautiously**, **amusing**, and **reminded**.

8. Describe briefly, a **beaver meadow**. Give the meaning of **pasture**.

9. Explain **has the credit of being**, and **truthfully applied**.

skilfully constructed; well made, or put together.

highly prized; thought a great deal of.

inhuman; cruel, brutal.

disturbing; breaking in upon.

sagacious; wise, knowing.

coat of arms; (*see design on the cover of this book*).

applied; used.

* The teacher should fully explain this word.

Write sentences, each containing one of the following expressions :
North America, Dominion of Canada, constructed, material, emblem,
 and **ordinary.**

Write neatly in a column, **banks, streams, clearances, animals,**
excellent, pasture, and opposite to each word write its meaning.

Write questions about **beavers, branches of trees,** and **banks of our**
streams.

VI.—WHAT THE BEE SINGS TO THE CHILDREN.

Pronounce distinctly :—

lag' gards
 skim' ming

dew' drops (*dew* as in *few*)
 bus' i ly (*bizz*)

squan' der
 in' dus try



1. I am a honey-bee,
 Buzzing away
 Over the blossoms
 The long summer day ;
 Now in the lily's cup
 Drinking my fill,
 Now where the roses bloom
 Under the hill.
 Gaily we fly,
 My fellows and I,
 Seeking the honey our hive to supply.

2. Up in the morning—
 No laggards are we—
 Skimming the clover-tops
 Ripe for the bee ;
 Waking the flowers
 At dawning of day,

2. Compare laggards here, with **slug-gard**, stanza 4, page 9.

Ere the bright sun
 Kiss the dewdrops away.
 Merrily singing,
 Busily winging
 Back to the hive with the store we are bringing.

3. No idle moments
 Have we through the day,
 No time to squander
 In sleep or in play;
 Summer is flying,
 And we must be sure,
 Food for the winter
 At once to secure.
 Bees in a hive
 Are up and alive—
 Lazy folk never can prosper or thrive.

4. Awake, little mortals!
 No harvest for those
 Who waste their best hours
 In slothful repose.
 Come out—to the morning
 All bright things belong—
 And listen awhile
 To the honey-bee's song:
 Merrily singing,
 Busily winging,
 Industry ever its own reward bringing.

2. How do *ere*, *air*, *e'er*, and *heir*, differ in meaning? The word **store** has more than one meaning: give two others.

3. Use other words for **through**, **secure**, and **folk**.

4. In what way may **little mortals** be said to have **a harvest**? Explain **Industry ever its own reward bringing**. What is meant by **slothful repose**?

fellows ; companions or mates.
laggards ; slow ones, loiterers.
store ; supply.

to squander ; to waste.

prosper ; get on well.

little mortals ; children—(used
 when it is intended to remind
 us that life is short.)

repose ; rest.

industry ; steady work.

Write the following exercise, filling up the blanks with **is** or **are** ;
was or **were** ; **has** or **have**.

The honey-bee a busy insect. We no idle moments.
 Lazy folk not respected. The hive full of honey yesterday.
 The clover-tops white and red. Bees a sting.

Write questions about **honey-bee**, **lily's cup**, **clover-tops**, **dew-drops**, **lazy folk**, **harvest**, and **industry**. Write answers to these questions.

VII.—DEAN STANLEY'S ADVICE TO BOYS AND GIRLS.

Pronounce distinctly :—

knowl' edge	deaf (<i>deff</i>)	cour' te ous
in ter rupt'	anx' ious	mod' est
earn (<i>ea</i> as in <i>learn</i>)	cour a' geous	en' vi ous

1. Love honest work ; love to get knowledge ; never be ashamed of saying your prayers morning and evening : it will help you to be good all through the day. Keep your promise ; do not pick up foolish stories ; never tell a lie ; never strike, hurt, or be rude to a woman or a girl, or to any one weaker or younger than yourselves.

2. Be ready even to risk your own lives to save a friend, a companion, a brother, or a sister. Be very kind to poor dumb animals ; never put them in pain ; they are

1. Name the silent letters in **honest**, **knowledge**, **prayers**, **through**, and **weaker**.

2. Give the names of six kinds or species of dumb animals.

God's creatures as well as you, and if you take pleasure in hurting them, you will soon become brutal and base yourselves.

3. Remember always to be gentle and attentive to old people; listen and do not interrupt when they are talking. If you have an aged father, a grandfather, or a sick uncle or aunt, remember not to disturb them by loud talking or rough play. Be careful of them and tender to them.

4. You cannot think what good it does them; and if it should happen that any of you have a poor father or a poor mother, who has to get up early to make a living and to earn *your* bread, remember what a pleasure it will be to them, to find that their little boy or girl has been out of bed before them on a cold winter morning, and has lighted a bright blazing fire, so as to give them a warm cup of tea.

5. Think what a pleasure it will be to them, if they are sick, if they are deaf, or blind, to find a little boy or girl to cheer them, to read to them, or to lead them about. It is not only the comfort of having help; it is the still greater comfort of knowing that they have a good son, or a good daughter, who is anxious to help them, and who, they feel sure, will be a joy and not a trouble to them by day and by night.

6. No Christmas present can be so welcome to any

2. How do **base** and *bass* differ in meaning?

3. Give other words having the same meanings as **gentle**, **attentive**, **listen**, **remember**, and **tender**.

4. The word **your** is printed in a style of letter called *Italics*; why is it so printed? Explain the expressions **make a living** and **earn your bread**.

5. Point out words in the paragraph in which **ea** has the same sound as in **deaf**.

6. Why does **Christmas** begin with a capital? Explain **achieve**.

father, mother, or friend, as the belief that their children are growing up truthful, manly, courageous, courteous, and unselfish; and do not think that any of these things are too much for any of you to achieve.

7. It was only the other day I heard of a brave and modest little boy—Hammond Darker was his name—only fourteen years of age, who has already saved, at different times, the lives of no less than four other boys, by plunging into the rough sea after them, on the coast of Norfolk.

8. This is what you can do, not perhaps by plunging into the stormy sea, but at any rate by saving a little brother or sister from going wrong. You can do far more for them, perhaps, than anyone else, because you are always with them. Stand by and protect them; stand by each other, and the foolish, wicked, cruel people who want to mislead you will very soon run away.

9. I once knew a very famous man, who lived to be very old—who lived to be eighty-eight. He was always the delight of those about him. He always stood up for what was right. His eye, when it flashed at what was wrong, was like an eagle's; and how early do you think he began to hate meanness and wrong-doing?

10. I have an old grammar all tattered and torn, which he had when a little boy at school, and what do you think I found written in his own hand on the very first page? Why, these words: "Still in thy right hand carry gentle peace to silence envious tongues; be just, and fear not." That was his rule all through life, and he was loved and honored, down to the day

8. Explain **Stand by, protect them**, and to **mislead**.

9. What word in the 5th par. has the same meaning as **delight**? What is meant by **his eye was like an eagle's**?

10. What words are understood after **why**? Tell what a rule is. **Gentle peace**; Why **gentle**?

when he was carried to the grave. "Be just, and fear not;" let that be your rule, and God will be with you now, and always.

honest ; fair, true.

base ; low, mean.

interrupt ; disturb, annoy.

tender ; gentle.

earn ; get by working for.

anxious ; very wishful.

courteous ; civil, well-mannered.

modest ; well-behaved, not impudent.

to silence envious tongues ; to prevent spiteful people from having any good reason to find fault.

Write full answers to the following questions :—

Who is the author of this lesson?

What was the name of the brave little boy he mentions?

Where is Norfolk?

Write sentences each containing one of the following words: **brutal**, **courageous**, **courteous**, and **flushed**.

Write the full names of six aged persons, and of six young persons.

VIII.—FARM-YARD SONG.

Pronounce distinctly :—

length' ens

ka' ty did

whin' ny ing

milch'-heif' er (*heff*)

tran' quil

sooth' ing ly

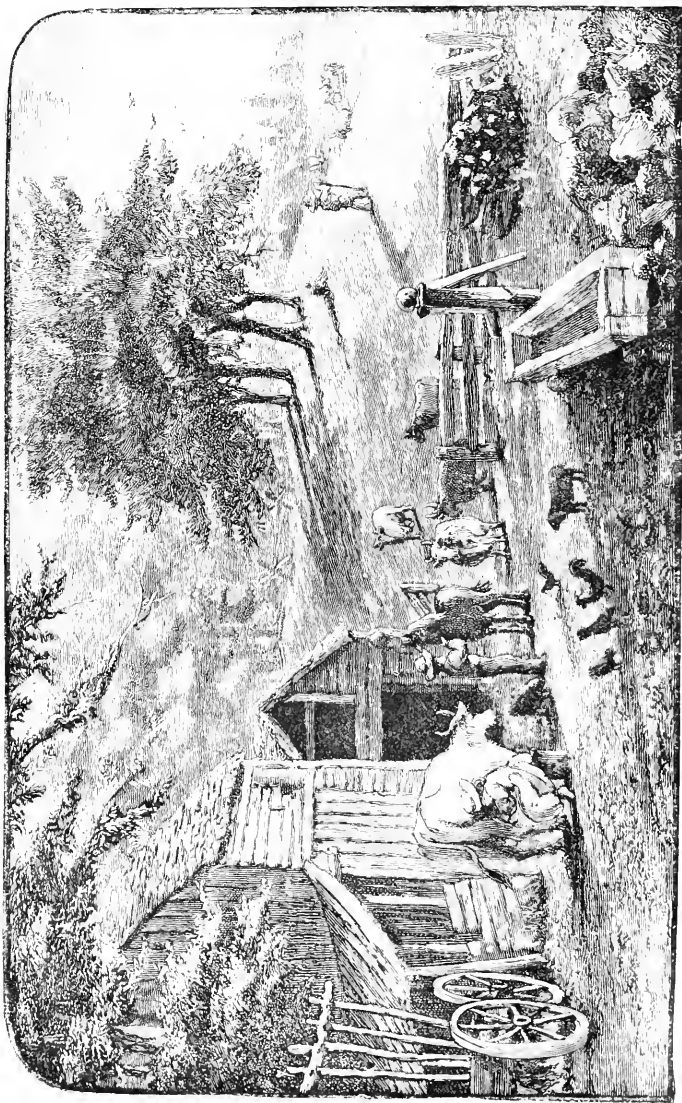
twi' light

drow' si ly

mur' mur ing

- I. Over the hill the farm-boy goes,
His shadow lengthens along the land,
A giant staff in a giant hand ;
In the poplar tree, above the spring,
The katydid begins to sing ;
The early dews are falling ;—
Into the stone-heap darts the mink ;
The swallows skim the river's brink ;

1. Explain the line, **A giant staff in a giant hand**. What time of day is referred to?



FARM YARD

And home to the woodland fly the crows,
When over the hill the farm-boy goes,

Cheerily calling,—

“Co', boss! co', boss! co'! co'! co'!”

Farther, farther, over the hill,

Faintly calling, calling still,—

“Co', boss! co', boss! co'! co'!”

2. Into the yard the farmer goes,
With grateful heart at the close of day;
Harness and chain are hung away;
In the waggon-shed stand yoke and plough;
The straw's in the stack, the hay's in the mow,
The cooling dews are falling;—
The friendly sheep his welcome bleat,
The pigs come grunting to his feet,
The whinnying mare her master knows,
When into the yard the farmer goes,
His cattle calling,—
“Co', boss! co', boss! co'! co'! co'!”
While still the cow-boy, far away,
Goes seeking those that have gone astray,—
“Co' boss! co', boss! co'! co'!”

3. Now to her task the milkmaid goes;
The cattle come crowding through the gate,
Lowling, pushing, little and great;
About the trough, by the farm-yard pump,

2. Explain the seventh line. Name three words that refer to the sounds made by animals.

3. Read the verse, and in place of **crowding**, **lowling**, **yearlings**, **white stream**, **soothingly**, and **twilight**, use other words that have the same meanings as these.

The frolicsome yearlings frisk and jump,
 While the pleasant dew is falling ;—
 The new milch-heifer is quick and shy,
 But the old cow waits with tranquil eye ;
 And the white stream into the bright pail flows,
 When to her task the milkmaid goes,
 Soothingly calling,—
 “So, boss ! so, boss ! so ! so ! so !”
 The cheerful milkmaid takes her stool,
 And sits and milks in the twilight cool,
 Saying, “So ! so, boss ! so !”

4. To supper at last the farmer goes,
 The apples are pared, the paper read,
 The stories are told, then all to bed.
 Without, the crickets' ceaseless song,
 Makes shrill the silence all night long ;
 The heavy dew is falling.—
 The housewife's hand has turned the lock ;
 Drowsily ticks the kitchen clock ;
 The household sinks to deep repose ;
 But still in sleep the farm-boy goes
 Singing, calling,—
 “Co', boss ! co', boss ! co' ! co' ! co' !”
 And oft the milkmaid in her dreams,
 Drums in the pail with the flashing streams,
 Murmuring, “So, boss ! so !”

J. T. TROWBRIDGE.

-
3. What is meant by **frolicsome yearlings**? Explain **soothingly**.
 4. Name the words that tell what the statements are made about in the 1st, 7th, 8th, 9th, and 10th lines. What is the meaning of **the paper read**? Give the meaning of **Without**.

woodland ; bush, forest.

katydid ; species of grasshopper,
called katydid from the noise it
makes.

mow ; (like *now*) place in the barn
where hay or grain is stored.

grateful ; thankful.

frolicsome ; playful.

tranquil ; peaceful or quiet.

drowsily ; sleepily.

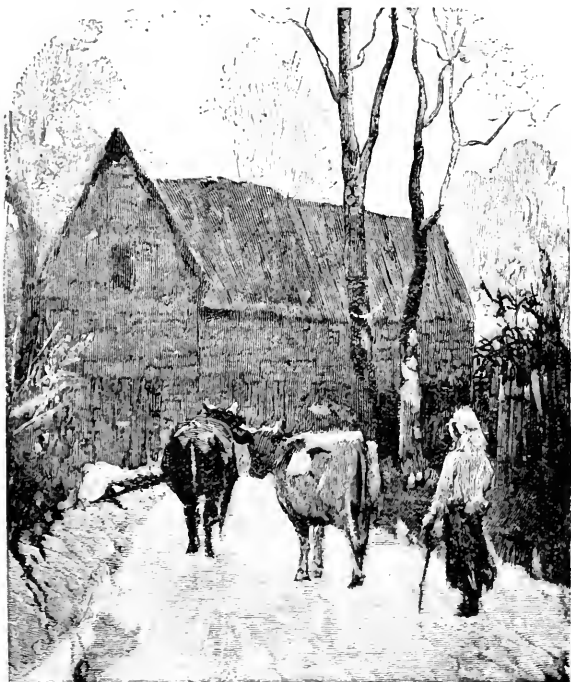
murmuring ; saying in a low tone.

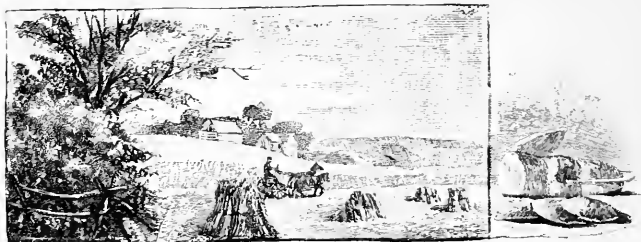
Copy stanza 1, and underline all the words that are names of persons, or of places, or of things.

Write questions about **sheep**, **cattle**, **a cow**, **supper**, and **streams**.

Write in a column the words **farmer**, **waggon-shed**, **cow-boy**, **milk-maid**, **farm-yard**, and **milch-heifer** ; then write opposite to each word its own meaning.

Write in separate columns the names of each kind of person, animal, and thing mentioned in the poem.





IX.—BREAD.

Pronounce distinctly:—

con sumed' (<i>u as in fume</i>)	glu' ey
ex am' ple	al bu' men
nour' ish ment	quan' ti ty
ker' nel	min' er al
sep' ar ate ly	rel' ish
glu' ten	fer men ta' tion

1. Bread has been rightly called "the staff of life," because it is our chief means of support. This you will understand, if you only think *how much* of it is eaten. You will find that a larger quantity of wheaten bread is consumed than of any other food.

2. This, at least, is the case in Canada, though in some countries other substances are used more largely. For example: in Ireland, potatoes are much eaten; in Scotland and the



1. Explain chief means of support and consumed.

north of England, oatmeal ; in India and China, rice ; in Norway and Sweden, barley-meal ; in Germany, rye-flour.

3. Wheat is the best kind of grain for bread-making, although oats contain a larger amount of nourishment. And now let me tell you, that good bread may be made from flour, water, a little salt, and some yeast.

4. First, as to the flour, which is, of course, the principal thing. It is made by grinding the wheat between two large and very hard stones of a quality known as *burr stones*. These are placed one above the other. Only the upper stone moves, and as it revolves it grinds the wheat into flour.

5. After the grain is crushed between the stones (or sometimes between steel rollers), the thin bits of tough skin, called bran, that surround the kernel, are sifted out so as to leave the finer portion, known as flour. This contains several other substances, some of which we shall notice separately.

6. You would hardly think that *dry* flour contains water. Yet it does ; and there are no less than two ounces of water in a pound of flour.

7. Next to the water, we may notice the sticky, tough substance called from its gluey nature, *gluten*. There is nearly as much of this gluten in flour as there is of water. It is this that enables bread to puff out in baking, and so to become what is called *light*.

2. Point out on the map of the world all the countries named here.

4. Leave out **principal**, and **revolves**, and use in place of them other words that have the same meanings.

5. Name the silent letters in **steel**, **leave**, and **contains**.

6. In what kind of type is **dry** printed ? What is understood after **does** ?

7. Use *observe*, *named*, and *almost*, in place of other words having the same meanings.

8. There is also in flour a little of a substance like the white of an egg; it is called *albumen*. But that of which there is by far the largest quantity is starch. Every pound of good baker's flour contains more than half a pound of pure starch.

9. A little sugar, a little gum, and a very little fat, find a place, too, in flour; and what is perhaps more wonderful still, there are, besides, some mineral substances in it, but only in very small quantities, say, altogether, about a quarter of an ounce in a pound of flour.

10. Salt gives the bread a relish, and also helps to preserve it. Now for the yeast. What is the use of this? To make the bread *rise*, or *ferment*. If it were not for the yeast, bread would be only a close, heavy cake; but the fermentation of the yeast causes the dough to swell, and, therefore, makes our loaves light.

8. Read or write all the words in which **a** has the same sound as in **far**. About how many ounces of starch are there in a pound of flour?

9. Give the meanings of **wonderful**, **quantity**, **ounce**, and **pound**.

10. Explain **relish**, **preserve**, and **fermentation**.

nourishment; that portion of food which assists in building up our bodies and in making us strong.	mineral substances; earthy substances usually dug from <i>mines</i>
	fermentation ; working.

That part of a sentence which shows what the statement is made about is called the subject. Write sentences having the following as subjects: **the white of an egg**; **a little sugar**; **a pound of flour**; **salt**; and **yeast**.

Select and copy from the lesson any ten sentences, underlining the subject, thus: Bread has been rightly called "the staff of life." Wheat is the best kind of grain.



X.—DICK AND THE GIANT.

Pronounce distinctly :—

whist' ling (*whiss*)

wan' dered

mo' ment

pris' on er (*priz*)

get' ting

fright' ened

com pan' ions

crea' ture

strug' gle

cru' el

in flict'

de fence' less

1. Little Dick was as blithe, cheerful a fellow as ever saw. He used to go about singing whistling nearly all the day. One day he thought he would have a ramble in a forest at some distance his home. He had often before been along its edges ; but it looked so dark, he afraid to enter.

2. But Dick on this day was more merry than

for the sun shone brightly and the flowers lovely; and so he sang and till he made the woods ring again. He amused himself for time among the and flowers, and at last he wandered far the forest, and was charmed with everything he .

3. A clear ran through the wood, and the water looked so that Dicky, being very , stooped to drink. But just at that moment he was seized from behind, and found himself in the of a great, tall, fierce-looking , a hundred times as big as himself, for Dick was not much than the giant's thumb. The giant put into a large bag and carried him . The poor little prisoner tried all he to get out, but it was in .

4. At last the giant to his house, he took Dick out of the , and, holding him by the body, gave him such a as to put him in great pain. He then him into a prison, which he had prepared for him. It was very dark, and had bars all around it to him from getting out. Dick dashed himself and forwards in his prison, and his head against the iron bars. The gave him a piece of dry and some water, and left him.

5. The next the giant came and looked and found that had not eaten the , so he took him by the head and some of it down his throat, and seemed vexed to think that he would eat. Poor Dick was too frightened to eat or drink. He was left all in the dark another day; and a sad it was. At the thought of own home, his companions, the sunlight, the trees, and the many things he used to eat, the creature screamed and tried to get the bars, but he hurt his head and limbs in trying to get .

6. The giant came and wanted Dick to as he sang when at home. "Sing, *sing*, SING!" said he. But poor Dick was much sad to sing. A is no place to sing songs in. The giant now quite in a rage, and took out to make him sing. Dick gave a loud , a plunge, a struggle, and dead in the hand!

7. this seem a strange story? Alas! is often too true. Dick was a bird, the giant a cruel boy. Nothing is cruel, and nothing is cowardly than to inflict on creatures too to defend themselves. A manly will always pride in guarding the weak and defenceless.*

blithe; happy.

forest; wood, bush.

companions; playfellows.

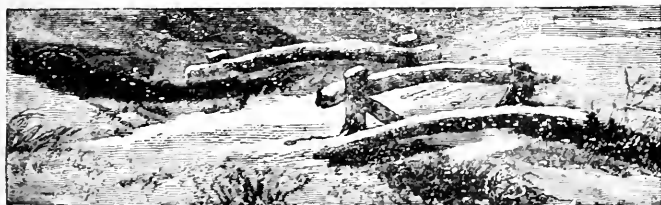
cruel; hard-hearted.

inflict; to impose, to lay.

defend; to protect, save.

☞ Short elliptical lessons to be read aloud by the pupils may be written from time to time by the teacher on the blackboard; or, they may be used as dictation exercises, the blanks to be filled in carefully by the scholars.

* Words to fill these blanks must not on any account be written in the book. The lesson ought to be so carefully prepared by the pupil before reading it in the class, that he may be able, without hesitation, to supply all the words wanted.





XI.—THE BOB-O'-LINK.

Pronounce distinctly:—

Lin' coln (*kunn*)
bri' ar
hus' band

brag' gart
knaves
flecked (*fleck'*)

fro' lie
hol' i day
nest' lings (*ness*)

1. Merrily swinging on briar and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,
Robert of Lincoln is telling his name.
Bob-o'-link, bob-o'-link.
Spink, spank, spink!
Snug and safe is that nest of ours
Hidden among the summer flowers—
Chee, chee, chee!

2. Robert of Lincoln is gaily dressed,
Wearing a bright, black wedding-coat;

1. Give another word for **little dame**.

2. Point out all the words that are names of persons, places or things

White are his shoulders, and white his crest;
 Hear him calling his merry note,
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink!
 Look what a nice new coat is mine!
 Sure there was never a bird so fine—
 Chee, chee, chee!

3. Robert of Lincoln's Quaker wife,
 Pretty and quiet, with plain brown wings,
 Passing at home a patient life,
 Broods in the grass while her husband sings,
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink!
 Brood, kind creature, you need not fear
 Thieves and robbers while I am here—
 Chee, chee, chee!

4. Modest and shy as a nun is she;
 One weak chirp is her only note;
 Braggart, and prince of braggarts is he,
 Pouring boasts from his little throat.
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink!
 Never was I afraid of a man,
 Catch me, cowardly knaves, if you can—
 Chee, chee, chee!

5. Six white eggs on a bed of hay,
 Flecked with purple, a pretty sight;

3. Why is the **Bob-o'-link** here spoken of as having a **Quaker wife**?
 What does **patient** mean?

4. Name the words in which **e** has the same sound as in **she**. Explain **prince of braggarts**, and **Pouring boasts**.

5. Read or write this verse, omitting **six**, **hay**, **sits**, **might**, **frolic**, and use in place of them other words that have the same meanings.

There, as the mother sits all day,
Robert is singing with all his might.
Bob-o'-link, bob-o'-link,
Spink, spank, spink!
Nice good wife that never goes out,
Keeping house while I frolic about—
Chee, chee, chee!

6. Soon as the little ones chip the shell,
Six wide mouths are open for food;
Robert of Lincoln bestirs him well,
Gathering seeds for the hungry brood:
Bob-o'-link, bob-o'-link,
Spink, spank, spink!
This new life is likely to be
Hard for a gay young fellow like me—
Chee, chee, chee!

7. Robert of Lincoln at length is made
Sober with work, and silent with care,
Off is his holiday garment laid,
Half forgotten that merry air,
Bob-o'-link, bob-o'-link,
Spink, spank, spink!
Nobody knows but my mate and I,
Where our nest and our nestlings lie—
Chee, chee, chee!

6. Name the words about which the statements are made in the 2nd and 3rd lines. How does the word **brood** differ in sense from the same word occurring in the third stanza?

7. Name all the words in which **a** has the same sound as in **made**. What is meant by the third line of this stanza? Use another word for **but**.

8. Summer wanes; the children are grown;
 Fun and frolic no more he knows;
 Robert of Lincoln's a humdrum crone;
 Off he flies, and we sing as he goes,
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink!
 When you can pipe that merry old strain,
 Robert of Lincoln, come back again—
 Chee, chee, chee!

W. C. BRYANT.

8. Explain **wanes**, **humdrum crone**, and **merry old strain**.

mead; meadow.

crest; crown feathers.

broods; sits on her eggs.

braggart; boaster.

knaves; rascals; fellows. **Knave**
 formerly meant a *boy*.

flecked; spotted.

sober; serious; thoughtful.

crone; old fellow. Generally used
 as a term of contempt for an *old*
woman.

strain; song, or tune.

Write neatly from this lesson all the words beginning with capitals, and underline those that are proper names, thus: *Robert*.

What are the different names given to the Bob-o'-link's mate?



XII.—THE WAY TO BE HAPPY.

Pronounce distinctly:—

oc curred'
dis con tent' ed
a' mi a ble

cul' ti vate
fa' vor ite (*it*)
nec' es sa ry

mis for' tune
in' flu ence
com pan' ions

1. We must all have observed that some children are happier than others, and that the happy ones are general favorites, because they enable other people to enjoy themselves, too. Their hearty, good-natured laugh and unselfish manner have a charming effect upon their companions.

2. On the other hand, it is quite easily seen that everyone tries to avoid as much as possible the company of sulky, discontented, or quarrelsome children. They have few true friends, and need never expect to have many, so long as they continue to be selfish and disagreeable in their manners.

3. It is needless for us to look for affection or respect from others unless we behave in a proper manner towards them. For this reason, as well as for the good effect upon ourselves, we ought to cultivate kindly dispositions.

4. When we hear a boy say, "I know that I am not a favorite at school," we may take it for granted that he is a bully or a coward, or some other kind of mean creature, with whom nobody cares to have any dealings.

5. If our companions do not like us, it is probably our own fault: they cannot but think well of us if we are kind and friendly to them. It is true that a sense of what is right may, at times, force us to do that which

will displease our playmates; but, if it be seen that we have a noble spirit, that we are willing to make sacrifices for the sake of others, we shall never be in want of friends.

6. We must, therefore, not regard it as our *misfortune*, but rather as our *fault*, that others do not esteem us. If we make up our minds to confer favors whenever it lies in our power, we shall certainly be surrounded by sincere friends; and if we begin this plan in childhood, and continue to act upon it as long as we live, we shall not only make ourselves happy, but we shall promote the happiness of our friends and neighbors.

7. It is quite true that we may sometimes meet with selfish and dishonest people, who will try to impose on what they consider our good-nature; but we must be prepared to show them that they cannot make dupes of us.

8. It would be almost useless to give instances of how we may do much, even at school, to add to the pleasure and comfort of our companions. Let us remember that school is the place to which boys and girls come, that they may learn to grow up good and useful men and women; and that there are few better ways of becoming and remaining such, than by always trying to make others as well as ourselves happy.

make sacrifices; give up pleasures.

cultivate; endeavor to form.

esteem; think well of.

promote; advance, increase.

make dupes of; cheat.

dupes; those who are easily cheated.

Write the names of the days and of the months.

Write also the names of the holidays that occur on Jan. 1st, May 24th, July 1st, and Dec. 25th. Make sentences about these holidays.

Write sentences each of which shall contain one of the following words or phrases: **dispositions, observed, good-natured, make others happy, and sacrifices.**

XIII.—THE BUTTERFLY'S BALL.



Pronounce distinctly:—

trump' et er	vi' ands
sum' moned	di ver' sion
rev' els	dex ter' i ty
re la' tions	har' le quin
clu' mage	maj es' tic
ta tigue'd' (<i>teege'd</i>)	min' u et

1. Come take up your hats, and away let us haste
To the butterfly's ball and the grasshopper's feast;
The trumpeter gad-fly has summoned the crew,
And the revels are now only waiting for you.
2. On the smooth-shaven grass by the side of the wood,
Beneath a broad oak that for ages has stood,

1. Give the meaning of **summoned the crew**.

See the children of earth and the tenants of air
For an evening's amusement together repair.

3. And there came the beetle, so blind and so black,
Who carried the emmet, his friend, on his back;
And there was the gnat, and the dragon-fly, too,
With all their relations, green, orange, and blue.
4. And there came the moth, in his plumage of down,
And the hornet, with jacket of yellow and brown,
Who with him the wasp, his companion, did bring;
- But they promised that evening to lay by their sting.
5. And the little, sly dormouse crept out of his hole,
And led to the feast his blind brother, the mole;
And the snail, with his horns* peeping out from his
shell,
Came, fatigued by the distance, the length of an ell.
6. A mushroom their table, and on it was laid
A water-dock leaf, which a table-cloth made;
The viands were various, to suit each one's taste,
And the bee brought his honey to crown the repast.
7. There, close on his haunches, so solemn and wise,
The frog from a corner looked up to the skies;

2. Explain **children of earth**, and **tenants of air**. Give two meanings for **repair**.

3. By what other name is the **emmet** known?

4. Tell what you understand by **plumage**, **jacket**, and **promised**.

5. How many inches did the snail travel?

6. Explain **suit each one's taste**, and **to crown the repast**.

7. Name the silent letters in **haunches**, **solemn**, **skies**, **squirrel**, and **pleased**.

* What we usually call the snail's horns are the creature's eyes, which it has the power of pushing out and drawing in.

And the squirrel, well pleased such diversion to see,
Sat cracking some nuts overhead in the tree.

8. Then out came the spider, with fingers so fine,
To show his dexterity on the tight line;
From one branch to another his cobwebs he slung,
Then, as quick as an arrow, he darted along;
9. But just in the middle, oh! shocking to tell!
From his rope in an instant poor Harlequin fell;
Yet he touched not the ground, but, with talons out-
spread,
Hung suspended in air at the end of a thread.
10. Then the grasshopper came with a jerk and a spring;
Very long was his leg, though but short was his wing
He took but three leaps and was soon out of sight,
Then chirped his own praises the rest of the night.
11. With step so majestic the snail did advance,
And promised the gazers a minuet to dance;
But they all laughed so loud that he pulled in his head,
And went to his own little chamber to bed.
12. Then, as evening gave way to the shadows of night,
Their watchman, the glowworm, came out with his light;
Then home let us hasten while yet we can see,
For no watchman is waiting for you or for me.

W. ROSCOE.

8. Give at least two meanings for each of the words, *fine*, *line*, and *branch*. Explain on the *tight line*.

9. Spell other words having the same sounds as *in*, *oh*, *an*, *not*, *air*, and tell what they mean.

10. Use one word for *out of sight*.

11. Explain *advance*, *gazers*, and *chamber*.

12. For what word may *because* be used? Is it correct to say *for you or for me*?

ball; dancing party.
 revels; sports.
 repair; come.
 fatigued; tired.
 viands; food, eatables
 repast; meal, feast.
 diversion; amusement.

dexterity; cleverness.
 Harlequin; one who performs
 clever and amusing tricks at a
 public show.
 talons; claws.
 majestic; grand, stately.
 minuet; slow, graceful dance.

Write questions in a column, on the left hand side of your slate, about **children of earth**, **tenants of air**, **plumage of down**, a **Harlequin**, and **shadows of night**. Write in another column full answers opposite to each question.

Make a list of the creatures that attended the Butterfly's Ball. Write opposite to each the words **insect** or **quadruped**, as the case may be, omitting for this purpose the names of the spider and the snail.

We are but minutes—little things!
 Each one furnished with sixty wings,
 With which we fly on our unseen track,
 And not a minute ever comes back.

We are but minutes—yet each one bears
 A little burden of joys and cares.
 Patiently take the minutes of pain—
 The worst of minutes cannot remain.

We are but minutes—when we bring
 A few of the drops from pleasure's spring,
 Taste their sweetness while we stay—
 It takes but a minute to fly away.

We are but minutes—use us well,
 For how we are used, we must one day tell
 Who uses minutes, has hours to use—
 Who loses minutes, whole years must lose.

XIV.—CASH OR LASH; A QUEER PRICE FOR A FISH.

Pronounce distinctly:—

Pi' sa (<i>Pee'za</i>)	hu' mor ist (<i>h</i> silent)	strict' est
vent' ured	pres' ence	im me' di ate ly
as ton' ished	busi' ness (<i>bizz</i>)	in flic' tion
ab' so lute ly	tur' bot	cov' et ous (<i>kuvv</i>)

1. A nobleman who lived in a beautiful mansion near Pisa (a town in Italy, famous for its leaning tower), was about to give a grand feast. He had obtained every kind of dainty but fish. The sea had been so stormy for some days that no boat had ventured to leave the shore. On the morning of the feast, however, a poor fisherman made his appearance with a large turbot.

2. The nobleman, greatly pleased, asked him to name any price he thought proper for the fish, and it would be instantly paid.

"Well," said the fisherman, "what I wish to have as the price of my fish is, one hundred lashes on my bare back, and I will not bate one stroke on the bargain."

3. The nobleman and his guests were astonished at the oddity of the request, thinking the fisherman was only in jest. The offer of a handsome sum of money he absolutely refused, and said that they might have the fish, but only on the condition he had stated.

4. "Well, well," said the nobleman, "the fellow is a humorist, and the fish we must have; but lay on lightly, and let the price be paid in our presence."

1. Leave out **mansion, tower, feast, obtained, dainty, and shore**, and use instead of them other words that have the same meanings.

2. Explain **thought proper, instantly paid, and the bargain**.

3. Tell what you understand by **in jest, and absolutely refused**.

4. Name the silent letters in **humorist, lightly, paid, and receive**.

After receiving fifty lashes, the fisherman exclaimed, "Hold! hold! I have a partner in this business, and it is right that he should receive his share."

5. "What!" cried the nobleman, "are there two such madcaps in the world? Name the other one, and he shall be sent for instantly."



"You need not go far for him," said the fisherman, "you will find him at the gate, in the shape of your own

5. What is the use of the mark after *world*? Name all the words that have two syllables, and those that have three.

porter, who would not let me in until I had promised that he should have the half of whatever I received for my turbot."

6. "Oh! oh!" said the nobleman, "bring him up, then, and he shall receive the other fifty lashes with the strictest justice."

7. The porter was immediately brought in, and prepared for the flogging. "Now," exclaimed his master to him who handled the whip, "lay it on soundly." After this punishment, the covetous porter was dismissed from the nobleman's service, and the poor fisherman was paid *in cash* the highest market price for his fish.

From the ITALIAN.

6. What do you understand by the expression **strictest justice**?

7. Read the paragraph, and use other words that mean the same as **immediately, prepared, flogging, punishment, dismissed, and price.**

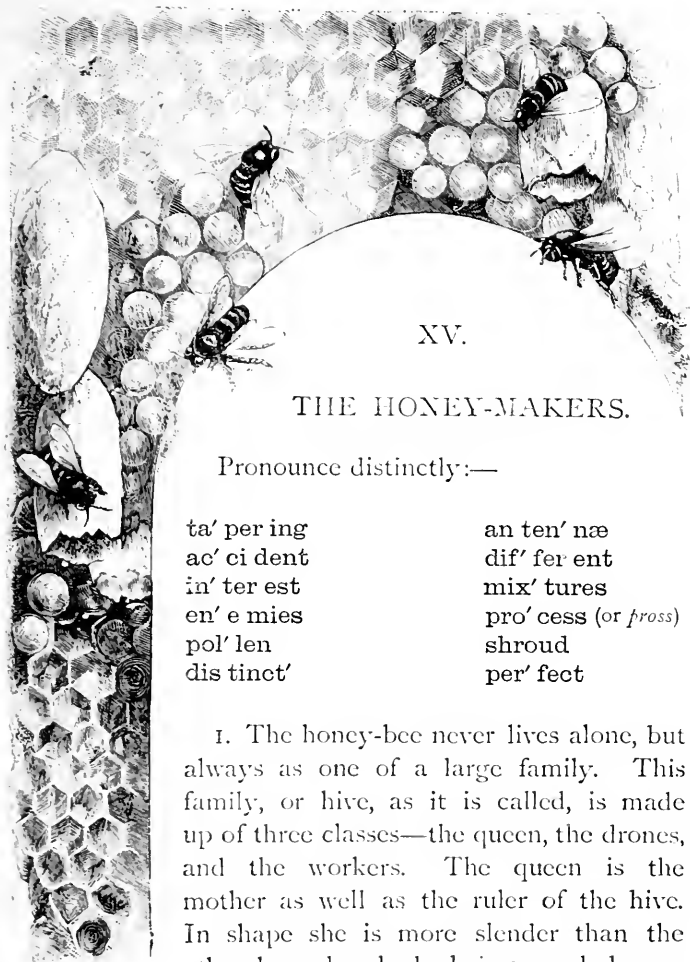
nobleman; gentleman of high rank.	oddity; strangeness.
mansion; large, beautiful house.	conditions; terms.
famous; well-known, celebrated.	humorist; one who loves a joke.
ventured; dared, attempted.	a partner; one who shares.
turbot; large flat-fish.	madcaps; foolish fellows.
instantly; at once, promptly.	porter; gate-keeper.
bate; (abate) decrease, take off.	strictest; most exact.
	covetous; greedy.

The marks used to point out the actual words spoken by the fisherman, and by the nobleman are called **quotation marks**.

Write the following, inserting the capitals, and the punctuation and quotation marks at the proper places:

what if the rain-drop in the sky
in listless ease should say
I'll not be missed on earth, so I
contented here will stay
would not some lily, parched and dry
less fragrant be to-day

who killed cock-robin
I said the sparrow
with my bow and arrow
I killed cock robin



XV.

THE HONEY-MAKERS.

Pronounce distinctly:—

ta' per ing
ac' ci dent
in' ter est
en' e mies
pol' len
dis tinct'

an ten' næ
dif' fer ent
mix' tures
pro' cess (or *pross*)
shroud
per' fect

1. The honey-bee never lives alone, but always as one of a large family. This family, or hive, as it is called, is made up of three classes—the queen, the drones, and the workers. The queen is the mother as well as the ruler of the hive. In shape she is more slender than the other bees, her body being much longer and more tapering than theirs. Her legs are longer than those of either of the drones or the workers, but her wings

1. Supply one word for *is made up*. Explain more slender.

are much shorter, covering only a little more than half the length of her body.

2. She is armed with a curved sting, but she does not often use it, except in battles with other queens. The color of her back is dark brown, but the under part of her body is lighter, being of a bright orange hue.

3. Her Majesty does no work, and she is treated with the greatest consideration by all the other bees. If she is killed, or if by any accident they lose her, they appear to be very unhappy, for they leave their work, and seem to lose all interest in it for a considerable time.



QUEEN.



DRONE.

4. The drones are the largest of the bee family, being nearly twice the size of the workers. Their bodies are thick and clumsy, and are more closely covered with down than those of other bees. Their heads and eyes are large; and their wings are broad, and quite as long as their whole bodies, so that when flying they make a loud, buzzing noise.

5. The drones have no sting, and for this reason may be handled without danger. The same number of this variety is not found in every hive. A family consisting of ten thousand workers does not have more than five or six hundred drones.

2. Explain **armed**, **curved**, and **bright orange hue**.

3. What words are used instead of **queen**? Explain **consideration**, **unhappy**, and **considerable**.

4. Read the subjects of the first and second sentences. How large are the **workers** compared with the **drones**?

5. For what words may *kind*, and *made up of* be used?

6. The workers are the smallest in size. They are "busy bees," indeed, doing the work for all the rest, collecting honey, building waxen cells, taking care of the young, and defending the hive, as far as they are able, from enemies of every kind.



WORKER.

7. The worker-bee has a long, slender trunk, with which it gathers honey from the flowers; and its hinder legs have what we may call brushes and pockets to collect and carry the pollen or bee-bread safely to the hive. Only the worker-bees have these pockets. The sting of the worker is not curved like that of the queen; but it is so sharp and long that it is able to pierce a thick leather glove.

8. Every bee has six legs and four wings. The body consists of three distinct parts, and, except the head, is divided into rings. The wings are fixed to the chest or middle part of the body. The eyes are on the upper part of the head; and every bee has a pair of long horns, called *antennæ*, which are used as feelers, and perhaps for other purposes.

9. The work of the queen-bee is to lay eggs in the cells prepared by the workers. These cells differ in size, according as they are intended to contain eggs that are to become drones, or those that are to become workers. The royal cell is quite different from the others.

6. Give the meanings of **collecting**, **building**, and **defending**.

7. Name another word in which **i** has the same sound as in **hinder**. How do **hind' er**, and **hin' der**, **so** and **sew**, **through** and **threw**, differ in meaning?

8. What are **antennæ**? Explain **consists**, **distinct**, and **chest**.

9. Write and give the meanings of other words having the same sound as **cells**, **by**, and **size**. Explain **royal cell**.

10. The queen begins to lay her eggs early in spring, and deposits one egg in each cell. After three days, a little grub is hatched. These grubs or *larvæ* are then attended to by a class of workers, called *nurse-bees*, who feed them with a mixture of pollen, honey, and water, which they make into a kind of jelly.

11. This process is continued for five or six days. The workers now make a covering for each cell and seal it up. Here the little creature rests until the time arrives for it to break from its shroud, and to come forth in a new form of life as a perfect bee.

10. Name the Spring months. Spell their names.

11. Explain this process is continued, time arrives, and new form of life.

accident; unlooked-for cause of trouble.

pollen; fine dust, found in flowers.

grub; maggot, larva: early stage of insect life.

shroud; covering: a dress for covering a dead person, here used because the perfect bee, as it leaves the cell, may be compared to a corpse coming to life.

Supply words in the following to make sense:—Honey-bees not live alone. Honey-bees in a hive. Honey-bees of three classes. Honey-bees a queen. The queen a sting. The workers a sting. The drones none.

Write questions about all these subjects.

Write sentences having one of the following subjects in each: honey-comb, Her Majesty, buzzing noise, ten thousand workers, a little grub.

We should make the same use of books that a bee does of a flower: he gathers sweets from it, but does not injure it.

If you've tried and have not won,
 Never stop for crying;
 All that's great and good is done
 Just by patient trying.

XVI.—THE WONDERFUL PUDDING.

Pronounce distinctly :—

in vi' ted	qui' et	car' pen ters
neph' ews (<i>nev</i>)	ea' ger ly	col' liers
thou' sand	pen' cil	sauce' pans
pud' ding	har' rowed	mul' ti tude

1. Uncle Robert invited his nephews to dinner. He promised to give them a pudding which had employed more than a thousand men in the making of it.

"A pudding that has taken a thousand men to make ! Then it must be as large as a church!"

"Well, my boys," said Uncle Robert, "to-morrow, at dinner-time, we shall see it."

2. Breakfast was scarcely over next day when the boys got ready to go to their uncle's house. When they arrived, they were surprised to see everything as calm and quiet as usual. At last, however, they sat down to dinner. The first course was removed ; their eyes were eagerly fixed on the door, and in came the pudding. It was a plum-pudding of the ordinary kind, and not a bit larger.

3. "This is not the pudding you promised us, Uncle," said one.

"It is, indeed," said Uncle.

"O, Uncle ! you do not mean to say that more than a thousand men have helped to make that little pudding."

1. Give the meanings of **invited**, **nephews**, **promised**, and **employed**. If the relations invited had been girls, what word would be used in place of **nephews**?

2. Read the paragraph, and use suitable words instead of **scarcely over**, **got ready**, **arrived**, **removed**, and **ordinary kind**.

3. Explain the uses of all the marks and capitals.

4. "Eat some of it first, my boy, and then take your slate and pencil and help me to count the workmen," said Uncle Robert. "Now," he went on, "to make this pudding we must first have flour; and how many people must have labored to procure it? The ground must have been ploughed and sowed, and harrowed and reaped. To make the plough, miners, smiths, wood-cutters, sawyers, and carpenters must have labored.

5. Then we have the men who built the mill; then the men who prepared the mill-stones, and the wheels of the mill. Think, too, of the plums, the lemon-peel, the spices, the sugar; all these came from distant lands, and to bring them to us, ship-builders, sail-makers, sailors, merchants, and grocers have been employed. Then we require eggs, milk, and suet."

6. "Oh, stop, stop, Uncle!" cried one of the boys; "I am sure we have more than a thousand already."

"I have not yet counted all, my boy. We must cook the pudding, and therefore we must reckon the colliers, who bring us coal; miners, who dig for tin and iron in the earth to make the saucepans; and, lastly, there is the linen of the cloth in which the pudding was wrapped. To produce this, we must count those who grow the flax, gather it, card it, spin it, and weave it; and all the workmen who make the looms and other machines."

7. "Yes, yes, Uncle Robert, we see now that you

4. Name the silent letters in eat, pudding, ploughed, sowed, harrowed, and reaped.

5. From what countries do we get lemons, spices, and sugar?

6. Supply suitable words in place of sure, reckon, and wrapped.

have kept your promise, and that this little pudding, simple though it appears, is really the work of a multitude of busy people."

7. Give other words for **you have kept your promise**, and **multitude of busy people**.

employed ; given work to.

eagerly ; sharply, earnestly.

plums ; raisins.

spices ; flavorings: like cinnamon,
mace, and nutmeg.

grocers ; those who sell sugar, tea,
coffee, spices, etc.

looms ; weaving machines.

colliers ; coal miners.

Words such as **dinner-time**, **breakfast**, and **Newfoundland** are called **compound words**, because they are made up of two or more words.

Write a list of all the compound words in this lesson.

Write questions about six of them.

Make as large a list as possible of other compound words that you can think of.

A dreary place would be this earth,
Were there no little people in it;
The song of life would lose its mirth,
Were there no children to begin it;

No little forms, like buds to grow,
And make the admiring heart surrender;
No little hands on breast and brow,
To keep the thrilling love-chords tender

Life's song, indeed, would lose its charm
Were there no babies to begin it;
A doleful place this world would be
Were there no little people in it.

JOHN G. WHITTIER.



XVII.—MERRY CHRISTMAS.

Pronounce distinctly:—

rust' ling (*russ*)

phan' tom

fair' ies

thresh' old

mis' tle toe (*mizzlto*)

sym' bol

in' no cent

list' en ing (*liss*)

Christ' mas (*kriss*)

1. In the rush of early morning,
 When the red burns through the gray,
 And the wintry world lies waiting
 For the glory of the day,
 Then we hear a fitful rustling
 Just without upon the stair,
 See two small white phantoms coming,
 Catch the gleam of sunny hair.

1. What is the meaning of the second line? Tell what you understand by **fitful rustling**?

2. Are they Christmas fairies stealing,
Rows of little socks to fill?
Are they angels floating hither
With their message of good-will?
What sweet spell are these elves weaving,
As like larks they chirp and sing?
Are these palms of peace from heaven
That these lovely spirits bring?
3. Rosy feet upon the threshold,
Eager faces peeping through,
With the first red ray of sunshine,
Chanting cherubs come in view:
Mistletoe and gleaming holly,
Symbols of a blessed day,
In their chubby hands they carry,
Streaming all along the way.
4. Well we know them, never weary
Of this innocent surprise;
Waiting, watching, listening always
With full hearts and tender eyes,
While our little household angels,
White and golden in the sun,
Greet us with the sweet old welcome,—
“Merry Christmas, every one!”

LOUISA M. ALCOTT.

-
2. Name words in the verse that mean an *errand*, *forming*, and *beautiful*.
 3. Explain *eager faces*, *chanting cherubs*, and *streaming*.
 4. Give the meaning of *full hearts*, *tender eyes*, and *household angels*. Why do we wish each other a *Merry Christmas*? Explain *White and golden in the sun*.

wintry; cold: like winter.

glory; brightness.

fitful; occasional, (now and then).

chanting; singing.

threshold; doorway of a house.

phantoms; ghosts. Used here for the children in their night-dresses, because ghosts were supposed to be always dressed in white.

spell; charm. In former times, when people believed in fairies or elves, nixies, pixies, kelpies, giants, hobgoblins and witches, it was thought that most of these creatures had the power to bring good luck, or bad luck, or to make people do things they never intended doing. This was called *weaving a spell*, or a *charm*, about a person.

palms; emblems, signs of peace.

cherubs; angels—usually represented in pictures as children.

mistletoe; a plant that grows on the oak, apple, thorn, and a few other kinds of trees. Long ago it was regarded as a sacred plant. In Europe it is still used with the holly for decorating houses at Christmas.

Copy the following statements, and place capitals, commas, and periods where they are needed:—

miss l m alcott an american lady wrote this poem.

phantoms fairies angels and elves are mentioned in the poem.

Write five statements, or sentences, about **Christmas**.

There's an odd little voice ever speaking within,
That prompts us to duty and warns us from sin;
And what is most strange, it will make itself heard,
Though it gives not a sound and says never a word.

It is sure to upbraid if we tell but a lie,
Nor will let the least evil pass silently by;
Nor is it less slow to commend than reprove,
But praises each action of goodness and love.

XVIII.—LITTLE ANNIE'S RAMBLE.

Pronounce distinctly:—

el' e phant
mu si' cian (*zish*)
rheum' a tism (*room*)
se date' ly

fla' ky
pyr' a mid
ma jes' tie
heir' ess (*air*)

va' ses
pro ces' sion
man da rin' (*reen*)
fash' ion able

1. Ding-dong! Ding-dong! Ding-dong!



The town-crier has rung his bell at a distant corner, and little Annie stands on her father's doorstep, trying to hear what the man with the loud voice is saying.

Let me listen too. Oh! he is telling the people that an elephant and a lion, and a royal tiger, and a horse with horns, and other strange beasts from foreign countries have come to town, and will receive all visitors who choose to

wait upon them, and pay for admission.

2. Perhaps little Annie would like to go. She shall. See! I do but hold out my hand, and like some bright bird in the sunny air, with her blue silk frock fluttering

1. What name is given to a collection of wild animals kept for show?

about her, she comes bounding on tip-toe across the street.

3. Smooth back your brown curls, Annie; and let me tie on your bonnet, and we will set forth. What a strange couple to go on their rambles together! One walks with a measured step and a heavy brow, and his thoughtful eyes bent down, while the gay little girl trips lightly along, as if she were forced to keep hold of his hand, lest her feet should dance away from the earth.

4. Now we turn the corner. Here is a stage-coach with four horses, thundering along, and trucks and carts moving at a slower pace, being heavily laden with barrels; and here are rattling buggies, which perhaps will be smashed to pieces before our eyes.

5. Here, too, comes a man trundling a wheel-barrow along the pavement. Is not little Annie afraid of such a tumult? No; she does not even shrink closer to my side, but passes on with fearless confidence, a happy child among a great throng of grown people. Nobody jostles her; all turn aside to make way for little Annie.

6. Now her eyes brighten with pleasure. A street musician has taken up his stand, and pours forth his strains to the busy town. Who heeds the poor organ-grinder? None but myself and little Annie, whose feet begin to keep time with the lively tune, as if she thought the music would be wasted without a dance.

7. But where would Annie find a partner? Some

3. What do you understand by a **measured step** and a **heavy brow**? Explain **trips lightly along**.

5. What kind of word is **wheel-barrow**? Give the meanings of **tumult**, **throng**, and **jostles**. What is meant by **fearless confidence**?

6. Read the paragraph and use *beam*, *tunes*, and *no one* in place of words that have the same meanings as these.

have gout in their toes, or rheumatism in their joints; some are stiff with age; some are so lean that their bones would rattle! and others are so big and heavy that they might crack the flag-stones! but many, many have leaden feet, because their hearts are heavier than lead. I, too, am a gentleman of sober footsteps, and therefore, little Annie, let us walk sedately on.

8. Here is a shop that boys and girls like. Look at those pies, with such flaky paste, their contents being a mystery, whether mince, or plum, or apple; those cakes, heart-shaped, or round, piled into a lofty pyramid; those dark, majestic masses, fit to be bridal-cakes at the wedding of an heiress, mountains in size, their summits snow-covered with sugar! Then the treasures of sugar-plums, white, and crimson, and yellow, in large glass vases; and candy of all varieties! Oh! my mouth waters, little Annie, and so does yours; but we will not be tempted; so let us hasten onward.



9. Suddenly we pause at the most wonderful shop in all the town. Oh, my! Is this a toy-shop, or is it fairy-

7. Give words that mean the opposite of **lean**, **heavy**, and **sober**.
8. Give at least two meanings for each of these words:—**like**, **paste**, **fit**, and **waters**.
9. What is the difference between the meanings of **pause** and **paws**; **all** and **awl**; **here** and **hear**; **might** and **mite**; **great** and **grate**?

land? For here are gilded coaches in which the King and Queen of the Fairies might ride, side by side, while their courtiers, on these small horses, gallop in procession before and behind the royal pair. Here, too, are china dishes, fit to be the dining-set of these same princely persons, when they have a great feast in the finest hall of their palace.

10. Here stands a turbaned Turk, threatening us with his sabre. And next a Chinese mandarin, who nods his head at Annie and me. Here we may review a whole army, in red and blue uniforms, with drums, fifes, trumpets, and all kinds of noiseless music. But what cares Annie for soldiers? Her whole heart is set upon that doll, who gazes at us with such a fashionable stare.

10. Tell what is meant by **noiseless music** and **fashionable stare**.

town-crier; one employed in a town to go through the streets, informing the people, in a loud tone, about various public matters.

foreign; strange (in the sense of not belonging to *our own country*).

sedately; seriously, soberly.

their contents; what is inside.

flag-stones; large flat stones used for making sidewalks.

pyramid; a tapering form. Properly, one that has flat, three-cornered sides.

heiress; daughter of a rich gentleman.

fairy-land; see note, "spell," in "Merry Christmas," p. 52.

King and Queen of the Fairies; Oberon and Titania.

procession; in order, like a number of persons on the march.

turbaned Turk; a native of Turkey wearing a *turban*, that is, a cap, round which a sash is wound.

mandarin; a Chinese commander or magistrate.

uniforms; clothing. The clothing of soldiers is called *uniform*, because all the men of a regiment are dressed alike.

Write a list of the nouns in the first and fourth paragraphs.

Write a list of all the compound words in the lesson.

Compose sentences each containing one of the following expressions: **her father's doorstep**, **his thoughtful eyes**, **in procession**, **majestic**, **masses**, **summits**, and **treasures**.

NIX.—LITTLE ANNIE'S RAMBLE.

CONCLUDED.

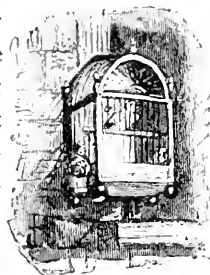
Pronounce distinctly:—

tar' nished
li' on ess
spec ta' tors
ex' cel lent

hy e' na
voy' a ges
ice' berg (*g hard*)
mis' chiev ous

auc' tion
ha' zel
af flict' ed
thought' less ness

1. Now we elbow
our way through the
crowd again. Look
up, Annie, at that
canary bird, hang-
ing out of the win-
dow in his cage.
Poor little fellow!
His golden feathers



are all tarnished in
this smoky sun-
shine. There is a
parrot, too, calling
out, "Pretty Poll!
Pretty Poll!" as we
pass by. Foolish
bird, to be talking
about her prettiness



to strangers, es-
pecially as she
is not a pretty
Poll. If she had
said "Pretty
Annie," there
would have
been some sense
in it.

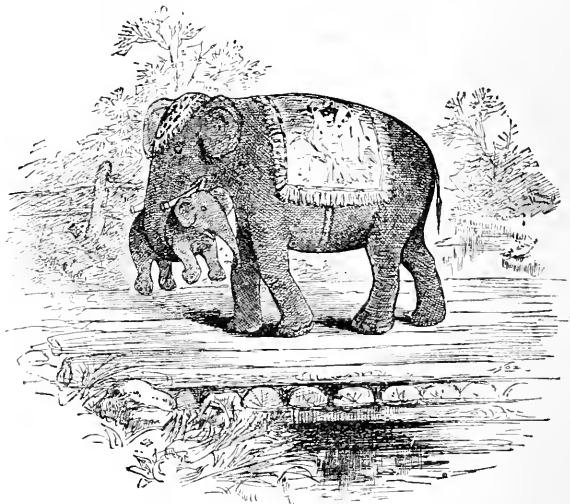


2. Here comes
a big, rough dog,
in search of his master, smelling
at everybody's heels, and touching

1. Explain elbow our way, and some sense in it.

little Annie's hand with his cold nose, but hurrying away though she wants to pat him. Success to your search, Fidelity! And there sits a great yellow cat, gazing at the passing world with blinking eyes.

3. Here we see something to remind us of the town-crier and his ding-dong bell! Look! look at the wild beasts. As we enter the show, a great elephant



makes a bow, with trunk bent low, and leg thrust out behind. The lion and lioness are busy with two beef bones. The royal tiger keeps pacing his cage with a haughty step, unmindful of the spectators, perhaps thinking of the fierce deeds of his former life in the jungles of Bengal.

4. Here we see the very same wolf—do not go near him, Annie—the self-same wolf that devoured little Red

2. What was the dog's name? What is meant by **passing world**, and **blinking eyes**?

Riding Hood and her grandmother! In the next cage a hyena from Egypt, that has doubtless howled round the pyramids, and a black bear from the Canadian forests, are fellow-prisoners, and most excellent friends.

5. Here is a great white bear, whom some people would call a very stupid beast; but most likely he is busy thinking of his voyages on an iceberg, and of his comfortable home near the North Pole, and of the little cubs that he left rolling in the eternal snows. But, oh, the chattering monkeys! the ugly, grinning, mischievous little brutes! Annie does not care much for the monkeys. And now let us go into the street again.

6. What a noisy world we live in! With what lusty lungs does yonder man proclaim that his wheel-barrow is full of lobsters! Here comes another fellow, mounted on a cart, and blowing a dreadfully hoarse blast from a tin horn, as much as to say, "Fresh fish!"

7. Lo! The town-crier again, with some new secret for the public ear. Will he tell us of an auction, or of a lost pocket-book, or of a show of wax figures? See how he uplifts the bell in his right hand, and shakes it slowly at first, then with a hurried motion, till the clapper seems to strike both sides at once.

8. Ding-dong! Ding-dong! Ding-dong!

Now he raises his clear, loud voice, above all the din of the town; it drowns the buzzing talk of many tongues,

4. Name the compound words. Who, according to the story, was little **Red Riding Hood**? Where and what are the **Pyramids**?

5. Read all the nouns. Why do two of them begin with capitals? What is meant by **eternal snows**?

6. Give the name of the mark at the end of each sentence.

7. Tell the meaning of **public ear**. What name is given to a man who sells by auction?

8. For what noun does the word **it** stand? Explain **din**.

and draws each man's mind from his own business. What does the town-crier say?

9. "Strayed from home, a little girl, five years old,



dressed in a blue silk frock, and white stockings; she has brown curling hair, and hazel eyes. Whoever will bring her back to her afflicted mother—"

10. Stop, stop, town-crier. The lost is found. Oh, my pretty Annie, we forgot to tell mother of our ramble, and she is in despair, and has

sent the town-crier to bellow up and down the street, affrighting old and young, for the loss of a little girl who has not once let go my hand. Well, let us hasten homeward, and beg mother's pardon for our thoughtlessness.

9. Explain the use of the marks at the beginning and end of this paragraph.

10. Name words that mean *did not remember*, *bawl*, *frightening*, and *forgiveness*.

tarnished; soiled, not bright.

Fidelity; faithfulness.

jungles; tracts of land covered with low trees, reeds, or high grass.

royal tiger; Indian or Bengal tiger: (called royal because of his kingly appearance).

voyages; travels by sea.

lusty; strong.

proclaim; made known.

auction; a kind of sale, at which goods are sold to the highest bidder.

hazel; light-brown: (the color of a hazel nut).

Write full answers to the following questions:—

What is a canary? What did the dog touch with his cold nose? Why is the tiger called **royal**? What are the **monkeys** called in the lesson? How did the town-crier handle his bell?

Write sentences, telling what the **parrot**, the **dog**, the **cat**, the **elephant**, and the **lioness** each did.

XX.—THE MAGPIE'S LECTURE.

A FABLE.

Pronounce distinctly:—

an' cient (<i>ain</i>)	de mure' ly	in dig' nant
lec' ture	foun da' tion	su per' flu ous
ar' chi tect ure (<i>ki</i>)	o ra' tion	dis cov' er
cour' te ous	weath' er	self-con ceit'
re sumed'	com ple' ted	de spise'

1. In ancient times, the story says,
When birds could talk and lecture,
A magpie called her feathered friends,
To teach them architecture.
2. "*To build a nest, my courteous friends.*"—
They all began to chatter,—
"No need to teach us that, good Mag,
'Tis such an easy matter."
3. "*To build a nest,*"—Professor Mag
Resumed her speech demurely,—
"*First choose a well-forked bough, wherein
The nest may sit securely.*"

1. What is a **fable**? Explain **ancient** and **feathered friends**.
2. Name the kind of letter in which the Magpie's words are printed.
- 3-4. Read the verses, omitting the words that are defined, and using the meanings that are given.

4. "Of course," said Jenny Wren. "*Now cross
Two sticks for the foundation.*"
O, all know that," said Mr. Rook,
"Without this long oration."
5. "*Now bend some slender twigs, to form
The round sides of the dwelling.*"
"A fool knows that," exclaimed the thrush,
"Without a magpie's telling."
6. "*Next take some wool, and line the nest,
And bind it well together.*"
"Why, that's as clear," exclaimed the owl,
"As stars in frosty weather."
7. While thus they talked, Professor Mag
Had half her nest completed;
And, growing quite indignant now,
To see how she was treated,—
8. "*Ladies and gentlemen,*" she said,
"*I see you're all so clever,
My lessons are superfluous,—
I leave you, then, for ever.*"
9. Away she flew, and left the birds
Their folly to discover,
Who now can build but half a nest,
And cannot roof it over.

-
5. How do **some** and *sum*; **fool** and *full*, differ in meaning?
 6. Give at least two meanings for each of the words, **line**, **well**, and **clear**. **Clear as stars in frosty weather**: explain.
 7. Use **in this way** for one word having the same meaning.
 8. Why is there an apostrophe in **you're**?
 9. Give the meaning of the second line in your own words.

10. The magpie sits beneath her roof,
 Nor rain nor hail can pelt her,
 The others, brooding o'er their young,
 Themselves enjoy no shelter

11. No better fate do men deserve
 When self-conceit can lead them,
 Friendly instructions to despise,
 Thinking they do not need them.

10. How does the nest of the Magpie differ from the nests of most other birds?

11. Fables are usually intended to teach us some lesson, which is called the **moral** of the story. What is the moral contained in this verse?

lecture ; make a speech.

architecture ; the art of building.

courteous ; obliging, polite.

resumed ; began again.

demurely ; modestly.

oration ; speech.

indignant ; angry.

superfluous ; useless, more than is wanted.

instructions ; advice, directions.

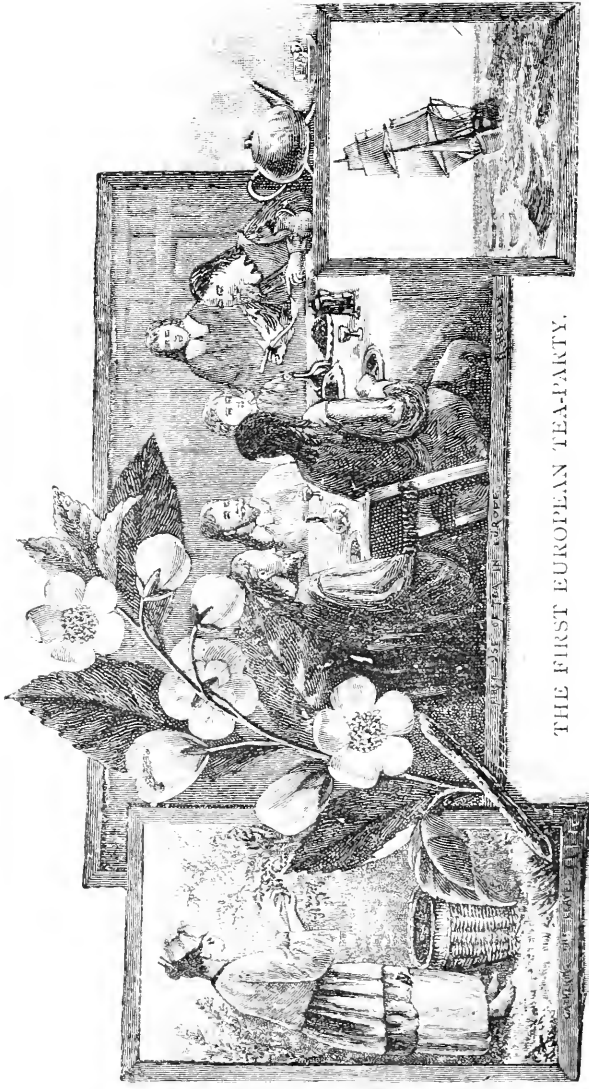
Write a sentence about each of the following subjects: **The Magpie and Jenny Wren, ladies and gentlemen, and the Magpie's nest.**

Copy the following on your slates, and use an apostrophe wherever needed:—A rooks nest is like a crows. Thats as clear as stars in frosty weather. Youre all very wise, Im sure. Ill leave you then for ever. Dont be rash.

Describe any bird's nest, telling where it is usually built ; its shape, its size, and its material. Name the birds mentioned in the lesson, and any other birds you know of.

Oh, many a shaft at random sent,
 Finds mark, the archer little meant!
 And many a word at random spoken,
 May soothe, or wound, a heart that's broken.

SIR W. SCOTT.



PICKING THE LEAVES OF
THE TEA-PLANT.

THE FIRST EUROPEAN TEA-PARTY.

TEA SHIP HOMEWARD
BOUND.

XXI.—TEA.

Pronounce distinctly :—

ca mel' li as (long e)

veg' e ta ble

bev' er age

del' i ca cy

es sen' tial

en cour' age

Feb' ru a ry

Em' per or

pre' cious

voy' age

ben e fi' cial

prob' a bly

1. Far away in Asia there grows a shrub belonging to the family of the Camellias, from which we get our tea. Two hundred years ago, tea was scarcely known in Europe, and not at all on this continent, and the first writer who mentioned the tea plant said:—"The Chinese have an herb, from which they draw a fragrant juice; they drink it instead of wine, and it is very good for their health."

2. How the shrewd Chinese people would have laughed if they had seen the first tea prepared in Europe! A gentleman had asked some friends to dinner, that they might taste the foreign plant. How do you think it was served? Dressed as a vegetable, with butter and salt, it was put on the table to be eaten with the meat! The water in which the leaves had been boiled was thrown away!

3. Tea is now used as a beverage in almost every part of the world, and it is well you should know something about it. The tea-shrub can be grown in other hot countries besides China, Japan, and India, but no-

1. What is the difference between a **shrub** and a *tree*? What is a **continent**? Name the **continent** on which you live.

2. Explain **shrewd Chinese people**. Read the paragraph, using *invited*, *strange*, and *brought to the table*, in place of other words that have the same meanings as these. What is the opposite of **foreign**?

3. When people are spoken of as being natives of **Japan** or **India**, what are they called?

where else with the same success; the tea-plant will thrive even in France in the open air, but it never attains the delicacy of flavor and strength of the Eastern tea.

4. The Chinese are remarkable for their patience and carefulness, and both qualities are essential in tea-growing. Year after year, the Chinese manure and hoe the ground, and tend and prune the tea-plants which are evergreen shrubs, never allowing these to grow above six or seven feet high. When the stems are from eight to ten years old, they are cut off to encourage the growth of young shoots.

5. The tea-shrub bears a beautiful white blossom, and the fragrance of both flower and leaf is exquisite. A little tea garden adjoins every cottage. In February, it is said that the first tender leaves are picked one by one, and kept for the use of the Emperor and his court. Those who pick these precious leaves have to wear fine gloves, and none of this tea is ever sent out of the country.

6. April, May, and June are the months for the general tea-harvest, when the leaves are picked, and dried in iron pans over the fire. After having been exposed to the heat for a while, they are rolled between the hands, then again dried in the air, and afterwards placed on hot metal plates or in iron pans until they curl up. The tea then becomes ready for use. The Chinese drink it without sugar or milk; but the tea they use is very much purer and better than any they send abroad.

4. Omit **remarkable**, **patience**, **manure**, **prune**, and **encourage**, and use suitable words in place of them. What is meant by **evergreen**?

5. Name twelve nouns. Why do **February** and **Emperor** begin with capitals? Use other words for **fragrance**, **exquisite**, **adjoins**.

6. Why do **April**, **May**, **June**, and **Chinese** begin with capitals?

7. Only a few years ago, most of the tea consumed in Europe, and all that was used in this country, as well as in the United States, had to be conveyed from China and Japan by a long voyage round the Cape of Good Hope, or by Cape Horn. The distance is now very much shortened, as many tea-laden ships sail directly across the Pacific Ocean to San Francisco, whence the tea reaches us by rail. In a short time we may expect to have it even more directly by means of the Canadian Pacific Railway through British Columbia.

8. However beneficial tea may be to grown-up or aged people, it is very doubtful whether it is good for children. Pure, sparkling water and fresh milk are probably best for boys and girls, even long after they have ceased going to school.

7. Tell the situation of all the places named in this paragraph.

8. Point out a word in which the letters **ch** have the soft sound, as in **church**. Name another word where these letters are sounded like **k**.

mentioned ; spoke of.

fragrant ; sweet smelling.

dressed ; cooked, made ready.

attains ; reaches.

beverage ; drink.

delicacy ; fineness.

essential ; needful.

exquisite ; very fine.

Emperor ; chief ruler of (the) empire.

beneficial ; useful, healthful.

Compose sentences using one of the following phrases in each: **used as a beverage, the Emperor and his court, China and Japan, Canadian Pacific Railway, and have ceased going to school.**

Write questions about **Camellias, France, Cape of Good Hope, Cape Horn, and British Columbia.**

Write in your own words, the story of how tea was served at the gentleman's party.

Write in your own words, how the tea-shrub is grown, and how the leaves are prepared.

XXII.—BISHOP HATTO AND THE RATS.

Pronounce distinctly:—

re tri bu' tion	gran' ar ies (a as in bran)	o bliged'
pit' e ous	bade (bad)	coun' te nance
neigh' bor hood	wom' en (win)	myr' i ads (mirr)

1. The summer and autumn had been so wet,
That in winter the corn was growing yet;
'Twas a piteous sight to see all around
The grain lie rotting on the ground.
2. Every day the starving poor
Crowded around Bishop Hatto's door,
For he had a plentiful last year's store,
And all the neighborhood could tell
His granaries were furnish'd well.
3. At last Bishop Hatto appointed a day
To quiet the poor without delay:
He bade them to his barn repair,
And they should have food for the winter there.
4. Rejoiced such tidings good to hear,
The poor folk flocked from far and near:
The great barn was full as it could hold
Of women and children, young and old.
5. Then, when he saw it could hold no more,
Bishop Hatto he made fast the door;

1. How could it be said that the **corn was growing yet**, while the grain was lying **rotting on the ground**?

2. Point out an instance of bad rhyme in this verse. Explain **store**.

3. What words mean *loss of time*? For what word can *to go* be used.

4. Read the first line in the order that you yourself would use the words. Supply the words for which **it** stands. Explain **tidings**.

And while for mercy on Christ they call,
He set fire to the barn and burnt them all.

6. "I' faith, 'tis an excellent bonfire!" quoth he,
"And the country is greatly obliged to me
For ridding it, in these times forlorn,
Of rats, that only consume the corn."
7. So then to his palace returned he,
And he sat down to supper merrily,
And he slept that night like an innocent man,
But Bishop Hatto ne'er slept again.
8. In the morning, as he entered the hall,
Where his picture hung against the wall,
A sweat like death all over him came,
For the rats had eaten it out of the frame.
9. As he look'd, there came a man from the farm,
He had a countenance white with alarm;
"My Lord, I open'd your granaries this morn,
And the rats had eaten all your corn."
10. Another came running presently,
And he was as pale as pale could be,
"Fly! my Lord Bishop, fly," quoth he,
"Ten thousand rats are coming this way—
The Lord forgive you for yesterday!"

5. Name all the nouns, and tell why some of them begin with a capital letter.

6. For what words can you use *owes a good deal*? Explain **excellent bonfire**, and **forlorn**.

7. What do you notice about the rhyme here? Explain **innocent**.

8. Begin at the third line, and read the verse so as to make good sense.

9. What person is meant each time the word **he** is used?

10. Tell what word is understood after **another**. Explain **presently**. Compare the two uses of **Lord**.

11. "I'll go to my tower on the Rhine," replied he,
 "Tis the safest place in Germany;
 The walls are high, and the shores are steep,
 And the stream is strong, and the water deep."
12. Bishop Hatto fearfully hasten'd away,
 And he cross'd the Rhine without delay,
 And reach'd his tower, and barr'd with care,
 All the windows, doors, and loop-holes there.
13. He laid him down and closed his eyes,
 But soon a scream made him arise;
 He started, and saw two eyes of flame
 On his pillow, from whence the screaming came.
14. He listen'd and look'd; it was only the cat,
 But the Bishop he grew more fearful for that,
 For she sat screaming mad with fear,
 At the army of rats that was drawing near.
15. For they have swum over the river so deep,
 And they have climb'd the shores so steep;
 And up to the tower their way is bent,
 To do the work for which they were sent.
16. They were not to be told by the dozen or score,
 By thousands they come, and by myriads and more;
 Such numbers had never been heard of before,
 Such a judgment had never been witness'd of yore.

11. Name all the nouns in the verse. Where is the **Rhine**?
12. Explain why apostrophes are used in **hasten'd**, **cross'd**, **reach'd**, and **barr'd**. Tell what you understand by **loop-holes**.
13. Is it correct to use **from** before **whence**? Give your reason.
14. Compare the pronunciation of the word **that** in this verse with the pronunciation of the same word in the first verse.
15. Explain **their way is bent**. By whom were they sent?
16. Explain **they were not to be told**, **dozen**, **score** and **witnessed**.

17. Down on his knees the Bishop fell,
And faster and faster his beads did he tell,
As louder and louder drawing near,
The gnawing of their teeth he could hear.
18. And in at the windows, and in at the door,
And through the walls helter-skelter they pour,
And down from the ceiling, and up through the floor,
From the right and the left, from behind and before,
From within and without, from above and below,
And all at once to the Bishop they go.
19. They have whetted their teeth against the stones,
And now they pick the Bishop's bones ;
They gnawed the flesh from every limb,
For they were sent to do judgment on him.

17. Name the silent letters in **knees**, **beads**, and **gnawing**.

18. What is the difference in meaning between **through** and *threw* ;
ceiling and *sealing* ; **pour** and *pore* ; **right** and *wright* ; **all** and *awl*.

19. Use *because* instead of another word that has the same meaning.

piteous ; sorrowful, sad.

granaries ; store-houses for grain.

appointed ; named, fixed.

i'faith ; in faith, in truth.

myriads ; countless numbers.

ridding ; getting clear of.

countenance ; face.

loop-holes ; holes in the wall
through which to shoot.

judgment ; punishment.

of yore ; in time past.

tell ; to count.

his beads did he tell ; said his
prayers.

helter-skelter ; hurriedly and in
disorder.

whetted ; sharpened.

to do judgment on : to punish.

Write the plural forms of the following nouns: **day**, **mercy**,
country, **palace**, **man**, **delay**, and **army**.

Write a short account of what happened to Bishop Hatto. Use
short sentences.

XXIII.—JAMES WATT.

Pronounce distinctly :—

col lect' ed	in vent' or	West' min ster
Gree' nock	hearth'-stone (<i>harth</i>)	meas' ur ing (<i>mez</i> h)
cel' e bra ted	ge om' e try	e lec' tric al
en' gine (<i>jinn</i>)	com' pass es (<i>kum</i>)	ma chine'

1. It is now more than a hundred years since a certain family party in Scotland gathered round the tea-table,—the tea, however, being only for the elders of the party, as at that time it was far too costly a beverage for children to partake of. One of the boys was enjoying himself in a way of his own, lifting the lid of a kettle and watching the steam as it collected in drops of water on the tea-cup, or on the tea-spoon, which he held at the spout.

2. At last his aunt lost patience to see him thus trifling, as she thought. “James,” she said, “take your book, or do something to make yourself useful. I never saw such an idle boy in all my life. For half an hour you have done nothing but sit there staring at that kettle, or lifting the lid and putting it down again. Have you never seen a kettle before?”

3. I do not know what answer the boy made, but I am sure his aunt would have been greatly astonished had she been told that this nephew of hers, James Watt, would one day be a great man—one of the greatest men

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1. Give one word meaning **a hundred years**. Explain **elders**.
 2. Tell what is meant by **lost patience**, and **make yourself useful**.
 3. Spell the short form of **do not** and of **I am**. Where is **Gree-nock**?

of his time, and that the town of Greenock, where he lived, would long boast of being the birthplace of the celebrated James Watt, the improver if not the inventor, of the steam-engine.



4. Any one who visits Westminster Abbey may see the monument of this famous man, which, as the inscription on it records, was erected by the "King, his Ministers, and many of the Nobles and Commoners of the Rea'm."

5. *You* ought to have a better idea than his

aunt could have had of what it was that made the boy stare at the tea-kettle, the steam, and the drops of water. He was even then in the first stage of making a discovery, which he afterwards put to use in his wonderful steam engine, a machine which in our day we have to thank for cheap food and clothes, and for speed in travelling.

4. Why do some of the nouns begin with a capital letter? Where is **Westminster**? How do **re-cords'** and *rec'-ords* differ in meaning?

5. Why is *you* in italics? Distinguish **aunt** from *ant*: **made** from *maid*; and **stare** from *stair*. Explain **discovery** and **machine**.

6. On another occasion, a gentleman coming in with young Watt's aunt, found the lad lying stretched on the floor, busily engaged in drawing with a piece of chalk on the hearthstone. "Mr. Watt," said the visitor, addressing the boy's father, "I wonder you don't send James to school, and that you allow him to trifle away his time in this manner at home."

7. "You had better see what he is doing before you condemn him," said his father. He was then trying to work out a problem in geometry, and was busy with his compasses, measuring lines and drawing circles.

8. Mr. Watt had a fair idea of his son's talents, and when the lad was quite young gave him a set of tools, which he soon learned to handle very cleverly. He would take to pieces, and put together again, any toys that came in his way, and many a new one did he make for his young companions. When he was a little older, he astonished them by making an electrical machine.

9. Never was his aunt more mistaken than when she called James Watt an idle boy. People require not only to see what a person is doing, but also to know why he does it, before they can judge whether he is well employed. There is no doubt that many boys and girls *do* waste much valuable time either in aimless play, or, which is even worse, in working mischief; and although it is quite true that "All work and no play makes Jack a dull boy," it is equally true that all play and no work will make Jack a duller boy.

6. Point out the nouns. Explain the use of the marks " " in this paragraph.

7. Use other words for the following phrases: **you had better see what he is doing before you condemn him, work out a problem in geometry, and busy with his compasses.**

8. Give two meanings for each of the following words: **fair, talents, set, and handle.**

collected ; gathered.

celebrated ; famous.

realm ; kingdom.

Abbey ; a church in charge of a clergyman who used to be called an Abbot. Westminster Abbey contains many monuments erected in memory of the kings and queens of Great Britain, as well as in honor of famous scholars, statesmen, travellers, and inventors.

monument ; something made or built, either of metal or of stone,

in honor of a famous person or notable event. The monuments to Watt in Westminster Abbey and Greenock are beautiful marble statues by Chantrey, a celebrated English sculptor.

Commoners ; those under the rank of nobility.

electrical ; relating to electricity. The teacher should explain these terms more fully.

inventor ; planner : (one who finds out new and better ways of doing work.)

Compose two sentences about James Watt, in such a way as to use any two of the following words or phrases in each: **born 1736, weakly child, fond of learning, liked to use tools, steam-engine, Chantrey.**

Example: **Chantrey** carved a monument for Watt, the inventor of the steam-engine.

Write the first paragraph, and use suitable words in place of **hundred years, party, elders, too costly a beverage, partake of, enjoying, and collected.**

Begin while life is bright and young,
 Work out each noble plan ;
 True knowledge lends a charm to youth,
 And dignifies the man.
 Then upward, onward, step by step,
 With perseverance rise ;
 And emulate, with hearts of hope,
 The good, the great, the wise.

XXIV.—THE HISTORY OF A LUMP OF SUGAR.

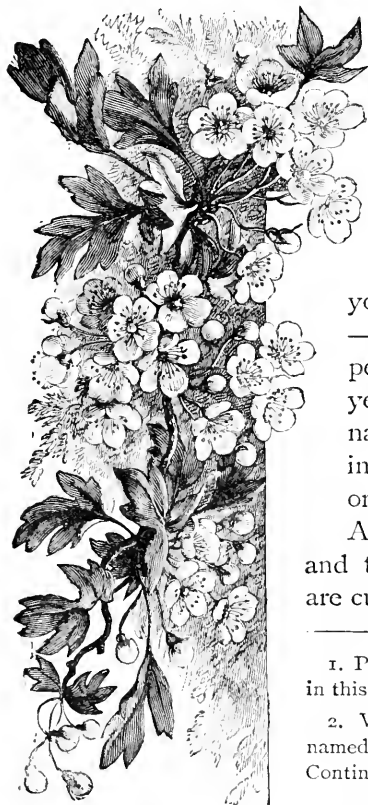
Pronounce distinctly:—

spark' ling
kid' napped
plan ta' tions

bam boos'
blos' soms
ri' pen ing

fod' der
yel' low ish
ec o nom' i cal ly

1. Children are very fond of asking their mother for a lump of sugar after tea. They little think what a wonderful story that white, sparkling lump of sugar has to tell.



2. If you wanted to know whence it came first, no one could tell you better than a negro—one of those dark-skinned people, who, for so many years were cruelly kidnapped from their homes in Africa, and sold to work on farms or plantations in America, where cotton, rice, and tobacco, as well as sugar, are cultivated.

1. Point out the nouns and adjectives in this paragraph.

2. Which of the two continents named is sometimes called the "Dark Continent"? Why?

3. The best sugar estates are to be found in the West Indies. There are also plantations in the southern parts of the United States, and in China and India, for it requires a very hot climate to bring the plant to maturity.

4. The sugar-cane belongs to the family of grasses ; that is, it is of the very same order of plants as the grass that grows in the fields, the bladed wheat, oats, barley, and Indian corn, and all the tall bamboos and canes of the hot countries.

5. Some sugar-canes grow to less than a man's height ; others run up twenty feet or more. The stalk is only an inch or two in thickness, and there are rings marking the joints all the way up. At the top are long bending leaves. The stalk turns straw color before the blossoms appear, and the manner of flowering is very curious. From the highest point of the sugar-cane a smooth stem shoots up above the long leaves ; it grows seven or eight feet high, and on the top comes an immense branching cluster of white flowers.

6. The owner of the estate takes care to have his land divided into portions, the plants in each flowering and ripening at different times, so as always to have some ready for the harvest. When the canes are cut down, others spring from the same roots, and often for five or six years no planting is required.

7. Some weeks after the blossoms appear the natives

3. Where are the **West Indies** situated ? Name the chief British Island in the group. Explain to bring the plant to maturity.

4. Why are the plants mentioned said to be bladed ?

5. What is meant by the manner of flowering, and an immense branching cluster ?

6. Tell what word is understood after each.

7. Which of the following words are nouns, and which are adjectives : weeks, blossoms, lowest, joints, leafy, these, and animals ?

cut down the canes, going as close as possible to the roots, because the juice is richest in the lowest joints. The leafy tops are cut off, some of them being put aside as fodder for the horses and cattle on the estate, because these animals are as fond of all parts of the plant as you are of the sugar itself. (

8. The canes are first bound together in large bundles, and carted away to the crushing-mill, where, between iron rollers, worked by steam-power or by windmills, a yellowish juice is pressed out of them. This juice has a fragrant smell; but its flavor, though sweetish, is not agreeable.

9. When the canes come from the crushing-mill much of the juice is still in them, but as there is no way known by which it can be all got out and saved, these broken and bruised, moist sugar-canes—now called *cane-trash*—are used as fuel when the sugar is being boiled; or they are strewed with the tops and leaves of the stalks over the plantation, to protect the roots of the young plants during the winter and to improve the soil.

10. The old way of making sugar was by boiling the juice five times in copper boilers. It was first put into the boiler at the end of the row farthest from the fire. A scum rose to the surface, and this being cleared away, the remaining syrup was ladled into the next boiler. There the scum soon rose again, though the sugar was purer. It was skimmed off, and the operation repeated in the next copper, and the next; so that by the time the

8. Explain **bound**, and give other meanings of the word.

9. Select all the words that contain **a**, and having the sound it has in *canes*. Select others having the sound of **a** in *can*.

10. Give another meaning for **row**. Pronounce **row** differently, and tell what it then means.

syrup was in the fifth boiler, a great quantity of good material had been cleared off the top along with the scum.

II. Losing the syrup little by little, in this way, meant losing in the end large sums of money; therefore clever men set their wits to work, and invented new machinery, by means of which the boiling is carried on more speedily and economically.

II. Explain the meaning of *losing* and *loosing*, *way* and *weigh*. Explain *set their wits to work*.

kidnapped ; stolen

estates ; large farms.

natives ; (here) negroes.

strewed ; spread about loosely.

fodder ; food, like hay and straw, for the use of horses and cattle.

operation ; mode of work.

economically ; cheaply, savingly.

Add adjectives to the following nouns: **children**, **sugar**, **cotton**, **rice**, **tobacco**, **oats**, **barley**, and **corn**.

Compose sentences about **children**, **cluster of white flowers**, **horses and cattle**, and **copper boilers**.

XXV.—THE HISTORY OF A LUMP OF SUGAR.

CONCLUDED.

Pronounce distinctly:—

Can' ad a (*ah*)

hogs' heads

Bris' tol (*tl*)

Mont re al' (*awl*)

Monc' ton

Hal' i fax

min ute' (*yute*)

part' ic les (*ls*)

crys' tals

mar' i time (*tim*)

Bel' gi um

glu' cose

loz' enge


con fec' tion er y

hand' ker chief

1. Most of the sugar that is carried to Great Britain or brought into Canada is in a rough state, dark, and full of lumps. It is usually packed into immense barrels called hogsheads. Before being sold, it has to be re-

fined, a process requiring many days' labor, and for the whitest sugar, more than a month is necessary to prepare it for the market.

2. Refining in Britain is carried on chiefly in London, Bristol, and Greenock, in buildings seven or eight storeys high. In this country, the principal refineries are situated in Montreal, Moncton, and Halifax. The rough sugar is boiled down into a syrup, and filtered through great square bags kept in shape by wicker-work lining.

3. Then it is boiled again, and poured into moulds the form of which is best described by simply saying that they are sugar-loaf shape, or thus:  The moulds are turned with their points downwards, and through a hole at the tip each gradually drains, while the good sugar is cooling and hardening.

4. When the draining ceases, the moulds are turned over, and the sugar-loaves loosened from their sides; then more of the sweet liquid runs off, and this waste syrup, which is collected and put aside in refining the loaf-sugar, is the golden syrup, which some little people are fond of having trailed like an amber serpent round and round upon their bread.

5. The moulds are now left standing for three or four days, and then the loaves are taken out. These loaves are beautifully white, except just at the tip, which is brown; and this is cut off, and melted again. The loaves are then trimmed and scraped, and sold to the grocers,

1. Why is there an apostrophe in **days'**, and why does it follow the **s**?

2. Tell the situation of all the places named. Explain **refineries**.

3. Supply a word after **each**. Explain **gradually drains**.

4. How do the following pairs of words differ in meaning: **ceases** and **seizes**; **more** and **mower**; **waste** and **waist**; **which** and **witch**; and **bread** and **bred**?

who break them up into little square lumps, such as we see on our tea-tables.

6. Each of these little lumps is formed of thousands of minute, sharply-cut particles, or, as we ought to say, crystals. The moment it is touched by the tea in your cup, these little crystals, by a kind of attraction, draw the fluid up between them, and in a few minutes it runs through the lump that seemed so hard, and the crystals are forced apart and dissolve, so that the sugar is melted.

7. Besides the produce of the sugar-cane there is also the sweetening mixture, familiar to us as maple-sugar, much used in some parts of this country. Another kind of sugar is extracted from beet-root; and in many vegetable substances there is some sugar; but often only in small quantity.

8. It is but for a short time during spring that sugar can be obtained from the maple; and besides, a good deal depends upon the weather even then. Frosty nights and moderately warm sunny days produce the largest and richest flow of sap from the hole, or notch, made in the side of the tree. Larger quantities of maple-sugar are made in some districts of Quebec and the Maritime Provinces than elsewhere in the Dominion.

9. Sugar from the beet is largely produced in France

5. Point out the adjectives, and name the nouns they tell something about.

6. Explain **minute**, **sharply-cut particles**, and **kind of attraction**.

7. Name the compound words. What are **vegetable substances**?

8. Name the adjectives that tell something about **time**, **deal**, **nights**, **days**, **flow**, **quantities**, **districts**, and **provinces**. What is the **Dominion**? Name the **Maritime Provinces**?

9. What is meant by **largely produced**, **several attempts have been made to establish the manufacture**, and **new industries frequently have to struggle hard for an existence**?

and Belgium; and although several attempts have been made to establish the manufacture here, none has met with much success up to the present time. New industries, however, frequently have to struggle hard for an existence, and who can tell but we shall yet be as successful as the French and Belgians, in our efforts to crystallize the juice of the beet.

10. Quite recently, another form of sugar has been manufactured in immense quantities. The name of this kind of sugar is *glucose*, and you will no doubt be astonished to hear that glucose can be produced from a number of substances that even the wisest of us would scarcely regard as the source of any sweetness. One of these substances is linen rags! What do you think of that?

11. As confectionery of all kinds is said to consist to a large extent of glucose, which is manufactured in this country, the next time you are rolling a sweet morsel under your tongue, you may reflect that in all probability your lozenge or candy was once a piece of window-blind, or even a pocket-handkerchief.

10. Leave out suitable words, and in place of them use *made*, *large*, *surprised*, *manufactured*, and *hardly*.

11. Explain **consist to a large extent**, and **you may reflect**.

filtered; strained.

amber; deep yellow (the color of a sort of fossil gum).

attraction; power to draw.

extracted; taken out of or from.

Maritime Provinces; provinces bordering on the Atlantic Ocean.

to establish; to set up.

industries; kinds of work, manufactures.

crystallize the juice; to form the juice into solid particles.

confectionery; sweetmeats.

probability; likelihood.

Write from the first five paragraphs all the words that may be changed into other words by adding **ly** to them, thus: **most**, **most-ly**.

From the remainder of the lesson write all the words that may be changed into other words by adding **ness** to them, thus: **dark**, **dark-ness**.

XXVI.—JACK IN THE PULPIT.*

Pronounce distinctly:—

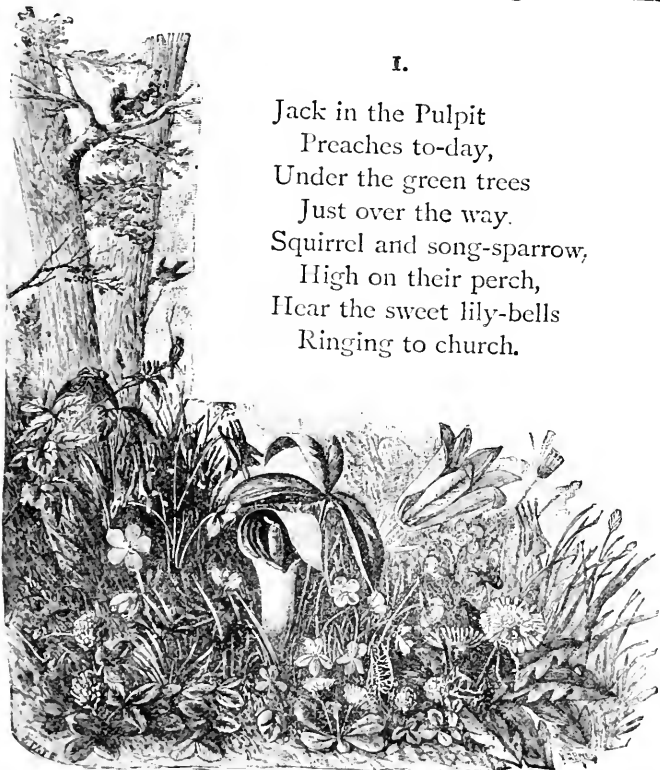
rev' er ence
 can' o py
 sur' plice
 bass (*base*)

chor' is ter (*kor*)
 choirs (*quires*)
 gor' geous (*jus*)
 vi' o lets

sen' ti nels
 an em' o nes
 dan' de lions
 ge ra' ni ums

I.

Jack in the Pulpit
 Preaches to-day,
 Under the green trees
 Just over the way.
 Squirrel and song-sparrow,
 High on their perch,
 Hear the sweet lily-bells
 Ringing to church.



* The root of this flower is known to boys and girls in many parts of Canada as the "Indian Turnip."

2.

Come, hear what his reverence
 Rises to say
 In his low painted pulpit
 This calm Sabbath-day.
 Fair is the canopy
 Over him seen,
 Pencilled by Nature's hand
 Black, brown and green.
 Green is his surplice,
 Green are his bands:
 In his queer little pulpit
 The little priest stands.

3.

In black and gold velvet,
 So gorgeous to see,
 Comes with his bass voice
 The chorister bee.
 Green fingers playing
 Unseen on wind-lyres,—
 Low singing bird-voices,—
 These are his choirs.
 The violets are deacons,
 I know by their sign
 That the cups which they
 carry
 Are purple with wine.
 And the columbines bravely
 As sentinels stand
 On the look-out, with all
 their
 Red trumpets in hand.

4

Meek-faced anemones
 Drooping and sad;
 Great yellow violets
 Smiling out glad;
 Buttercups' faces
 Beaming and bright;
 Clovers, with bonnets—
 Some red and some
 white;
 Daisies, their white fingers
 Half-clasped in prayer;
 Dandelions proud of
 The gold of their hair;
 Innocents, children,
 Guileless and frail,
 Meek little faces
 Upturned and pale;
 Wild-wood geraniums,
 All in their best,
 Languidly leaning
 In purple gauze drest:—
 All are assembled
 This sweet Sabbath-day
 To hear what the priest
 In his pulpit will say.

5.

Look! white Indian pipes
 On the green mosses lie.
 Who has been smoking
 Profanely so nigh?
 Rebuked by the preacher
 The mischief is stopped.

But the sinners, in haste,
 Have their little pipes
 dropped.
 Let the wind, with the fra-
 grance
 Of fern and black-birch,
 Blow the smell of the smo-
 king
 Clean out of the church!

6.

So much for the preacher:
 The sermon comes next,
 Shall we tell how he preach-
 ed it,
 And what was his text?

Alas! like too many
 Grown-up folk who play
 At worship in churches
 Man-built to-day—
 We heard not the preacher
 Expound or discuss;
 But we looked at the people
 And they looked at us;
 We saw all their dresses,
 Their colors and shapes,
 The trim of their bonnets,
 The cut of their capes;
 We heard the wind-organ,
 The bee and the bird,
 But of Jack in the Pulpit
 We heard not a word!

canopy; covering overhead.

pencilled; painted.

surplice; robe or overdress (worn
 by some clergymen during ser-
 vice).

bass; low, deep-sounding.

gorgeous; grand.

chorister; one who sings in a
 choir.

deacons; church officers.

daisies; meaning *day's eyes*, be-

cause the flowers open in the
 morning and shut at night.

dandelion; from French words
 meaning lion's tooth, owing to
 the appearance of the edges of
 the leaf.

guileless; harmless.

languidly; droopingly.

fragrance; sweet smell.

expound; explain.

discuss; talk about a subject.

Arrange, in columns, the names of all the plants, animals, and colors
 mentioned in the lesson, thus:

Plants.	Animals.	Colors.
<i>Jack in the Pulpit.</i>	<i>Squirrel.</i>	<i>Green.</i>
.....
.....

Select and write out not less than ten compound words.

Compose sentences about the following subjects: **Jack in the Pulpit**,
daisies, and **dandelions**, drawing one line under the words that tell
 what the statement is made about, and two lines under the words that
 make the statement.

XXVII.—A PLEASING INCIDENT.

Pronounce distinctly:—

un a' mi a ble	ra' di a tor	neg' li gence (<i>lij</i>)
pals' y (<i>pawlzy</i>)	de pot', or dep' ot	un gram mat' i cal
mute' ly	(<i>t</i> silent)	drear' y
re luct' ant	con sid' ered	tes' ti fy
ap par' ent ly (<i>pâre</i>)	beck' oned	emp' ti ness

1. Sitting in a station the other day, I had a little sermon preached in the way-I like; and I'll report it for your benefit, because it taught one of the lessons which we all should learn, and taught it in such a natural, simple way, that no one could forget it.

2. It was a bleak, snowy day; the train was late; the ladies'-room dark and smoky, and the dozen women, old and young, who sat waiting impatiently, all looked cross, low-spirited, or stupid. I felt just so myself, and thought, as I looked around, that my fellow-beings were a very unamiable, uninteresting set.

3. Just then a forlorn old woman, shaking with palsy, came in with a basket of wares for sale, and went about mutely offering them to the waiting passengers. Nobody bought anything, and the poor old soul stood blinking at the door a minute, as if reluctant to go out into the bitter storm again.

4. She turned presently, and poked about the room, as if trying to find something; and then a pale lady in black, who lay on a sofa, apparently asleep, opened her

1. Explain I'll report it for your benefit, and natural, simple way.

2. Tell what is the use of the apostrophe in ladies'. Spell the word so as to show that the room belonged to one lady. Explain set.

3. Use at this moment instead of other words having the same meaning.

eyes, saw the old woman, and instantly asked, in a kind tone, "Have you lost anything, ma'am?"

5. "No, dear. I'm looking for the heatin' place, to have a warm 'fore I goes out again. My eyes is poor, and I don't seem to find the furnace nowheres."

6. "Here it is," and the lady led her to the steam pipes, placed a chair for her, and showed her how to warm her feet.

7. "Well, now, isn't that nice?" said the old woman, spreading her ragged mittens to dry. "Thanky, dear; this is proper comfortable, isn't it? I'm most froze to-day, bein' lame and wimbly; and not selling much makes me kind o' down-hearted."

8. The lady smiled, went to the counter, bought a cup of tea and some cakes, carried it herself to the old woman, and said, as kindly as if the poor body had been dressed in silk and fur, "Won't you have a cup of hot tea? It's very comforting such a day as this."

9. "Well, really! do they give tea to this depot?" cried the old lady, in a tone of innocent surprise that made a smile go round the room, touching the gloomiest face like a streak of sunshine. "Well, now, this is jest lovely," added the old woman, sipping away with a relish. "This does warm a body's heart!"

10. While she refreshed herself, telling her story meanwhile, the lady looked over the poor little wares in

4. Explain the use of all the marks in "Have you lost anything, ma'am?"

5. Point out all the mistakes in the words spoken by the old woman.

7. Point out the mistakes in this paragraph.

8. What is meant by being dressed in silk and fur?

9. Correct the mistakes in the old woman's language.

10. Explain she refreshed herself, and cheered the old soul.

the basket, bought soap and pins, shoe-strings and tape, and cheered the old soul by paying well for them.

11. As I watched her doing this, I thought what a sweet face she had, though I'd considered her rather plain before. I felt very much ashamed of myself that I had grimly shaken my head when the basket was offered to me; and as I saw the look of kindliness come into the faces all around me, I did wish that I had been the person to call it out.

12. It was only a kind word and a friendly act, but somehow it brightened that dingy room wonderfully. It changed the faces of a dozen women, and I think it touched a dozen hearts, for I saw many eyes follow the plain, pale lady with sudden respect; and when the old woman rose to go, several persons beckoned to her and bought something, as if they wanted to repair their first negligence.

13. It was quite plain to all who were present that the lady's kind act was not done for effect, and that no possible reward could be received for it except the ungrammatical thanks of a ragged old woman.

14. But that simple little charity was as good as a sermon to those who saw it, and I think each traveller went on her way better for that half-hour in the dreary station. I can testify that one of them did, and nothing but the emptiness of her purse prevented her from "comforting the heart" of every forlorn old woman she met for a week afterwards.

LOUISA M. ALCOTT.

11. Spell the words for which I'd stands, and give the meaning of **I had grimly shaken my head.**

12. Point out the nouns and adjectives in this paragraph.

13. Give the meaning of **was not done for effect.**

14. Explain **was as good as a sermon**, and **nothing but the emptiness of her purse prevented her.**

station; stopping place for trains.

bleak; cold, cheerless.

unamiable; unlovable.

uninteresting; unpleasing.

forlorn; forsaken, wretched-looking.

palsy; paralysis, a disease that affects one's power of motion.

mutely; without speaking.

reluctant; not wishing, not desirous.

depot; storeroom, station.

a relish; an enjoyable taste.

beckoned to her; invited her to come by nodding the head or waving the hand.

repair; make up for.

ungrammatical thanks; badly expressed or spoken thanks.

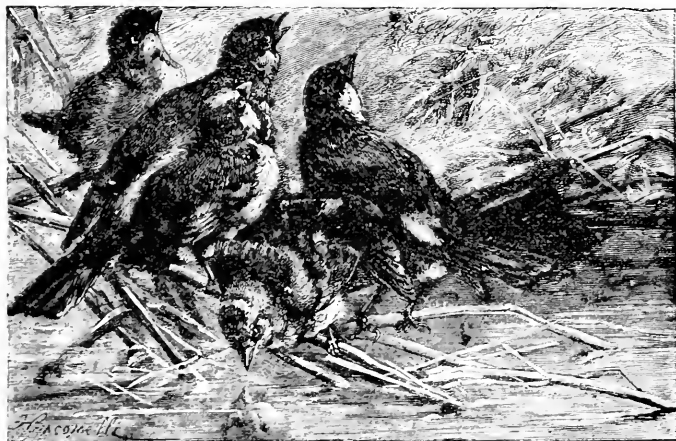
charity; kindness.

testify; affirm or prove.

Write verbs to fill the blanks in the following: A poor old woman into a railway station. Several ladies in the waiting-room. One of them the old woman a cup of tea. The old woman's feet cold. She them at the steam-pipes.

Write questions about furnace, counter, silk and fur, shoe-strings, and the lady's kind act.

Write a list of the old woman's improper expressions, and give the correct forms.



XXVIII.—GOLDEN DEEDS.

Pronounce distinctly:—

ty' rant	Syr' a cuse (<i>sirr</i>)	pos' si bly
val' iant	ex e cu' tion	de layed'
Da' mon	con demned' (<i>demd</i>)	fa' tal
Pyth' i as (<i>pith</i>)	sur prised'	scaf' fold

1. What is a golden deed? It is something which we do for the good of others when we think more of them than we do of ourselves. And it is called *golden* because



the rarest and most precious things in all the world are the acts of unselfish men.

2. Let me tell you the

story of a golden deed that was performed by Sir Philip Sydney. This brave English knight was fighting in the

1. Explain acts of unselfish men.

Netherlands to help the Dutch in their struggle for liberty against the tyrant, Philip of Spain. In a fierce battle he was struck by a musket ball which broke his thigh-bone. Thirsty and faint from loss of blood, he called for water.

3. He had just raised the cup to his lips when his eye fell on a poor, dying soldier who was looking longingly at the cool drink. Without so much as tasting it, Sidney handed the cup to the poor fellow with these words: "Thy necessity is greater than mine."

4. A little boy named Peter, who lived in Holland a long time ago, was once on his way home late in the evening, when he became alarmed at hearing water trickling through a sluice or gate in one of the many dikes which are so necessary for the safety of his country; for you must know that Holland is so flat and low that it is in constant danger of finding itself under water rather than above it. Peter carefully examined the leak in the sluice, and finding the wood to be so rotten that the water was every moment enlarging the hole, he determined to remain there all night and to prevent the leakage with his hand. By this means he saved his country from being deluged.

5. "Tis many a year since then ; but still
 When the sea roars like a flood,
 Dutch boys are taught what a boy can do,
 Who is brave, and true, and good,
 They have many a valiant hero,
 Remembered through the years,
 But never one whose name so oft
 Is named with loving tears.

2. Point out all the words to which *ly* may be added.

3. What is meant by *looking longingly*, and "Thy necessity is greater than mine?"

4. By what other name is *Holland* known?

And his deed shall be sung by the cradle,
And told to the child on the knee,
As long as the dikes of Holland
Divide the land from the sea." *

6. Now let us hear of a golden deed done more than two thousand years ago—a deed that has made the names of Damon and Pythias famous for ever.

7. In Syracuse there was so hard a ruler that the people made a plot to drive him out of the city. The plot was discovered, and the king commanded that the leaders should be put to death. One of these, named Damon, lived at some distance from Syracuse. He asked that before he was put to death, he might be allowed to go home to say good-bye to his family, promising that he would then come back to die with the rest at the appointed time.

8. The king did not believe that he would keep his word, and said, "I will not let you go unless you find some friend who will come and stay in your place. Then, if you are not back on the day set for execution, I shall put your friend to death in your stead." The king thought to himself, "Surely no one will ever take the place of a man condemned to death."

9. Now, Damon had a very dear friend named Pythias, who at once came forward and offered to stay in prison while Damon was allowed to go away. The king was

5. What names are given to **songs sung by the cradle**, and to **stories told to the child on the knee**?

6. Point out the nouns, adjectives, and verbs.

7. Explain **made a plot**, and **appointed time**.

8. What is meant by **keep his word**, and **day set for execution**?

very much surprised, but he had given his word; Damon was therefore permitted to leave for home, while Pythias was shut up in prison.

10. Many days passed,—the time for the execution was close at hand, and Damon had not come back. The king, curious to see how Pythias would behave, now that death seemed so near, went to the prison. “Your friend will never return,” he said to Pythias.

11. “You are wrong,” was the answer. “Damon will be here if he can possibly come. But he has to travel by sea, and the winds have been blowing the wrong way for several days. However, it is much better that I should die than he. I have no wife and no children, and I love my friend so well that it would be easier to die for him than to live without him. So I am hoping and praying that he may be delayed until my head has fallen.”

12. The king went away more puzzled than ever. The fatal day arrived. Still Damon had not come, and Pythias was brought forward and mounted the scaffold. “My prayers are heard,” he cried. “I shall be permitted to die for my friend. But mark my words. Damon is faithful and true; you will yet have reason to know that he has done his utmost to be here.”

13. Just at this moment a man came galloping up at full speed, on a horse covered with foam! It was Damon. In an instant he was off his horse, on the scaffold, and had Pythias in his arms. “My beloved friend,” he cried, “the gods be praised that you are safe. What agony

9. Point out two words that have the same meaning.

10. Give two meanings for **hand**, **back**, and **curious**.

11. Name the silent letters in **wrong**, **answer**, **blowing**, **wife**, and **delayed**.

12. Explain **mounted the scaffold**, and **mark my words**.

have I suffered in the fear that my delay was putting your life in danger!"

14. There was no joy in the face of Pythias, for he did not care to live if his friend must die. But the king had heard all. At last he was forced to believe in the unselfish friendship of these two. His hard heart melted at the sight, and he set them both free, asking only that they would be his friends also.

13. The Greeks and Romans in old times worshipped a great many gods: can you name any of them?

14. What is meant by his hard heart melted at the sight?

rarest; scarcest, most seldom met with.

precious; valuable.

struggle for liberty; hard fought war for freedom.

tyrant; cruel ruler.

necessity; need.

deluged; flooded.

execution; putting to death.

condemned; sentenced.

fatal; relating to, or causing, death.

fatal day; the day fixed for the execution.

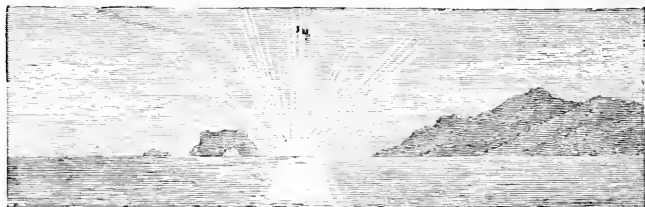
scaffold; platform.

Write full answers to the following questions:

Who was Sir Philip Sydney? Where and by what was he wounded? What was his answer to the dying soldier who wanted a drink? Who was Peter? What did he do? How is he still remembered? Who were Damon and Pythias? Near what city did Damon and Pythias live?

Write the following questions, adding anything that is omitted:

Who was Damons friend. What did these friends love for each other prove to the king?



XXIX.—WILD FLOWERS.

Pronounce distinctly :—

au tum' nal	com plex' ioned	sug gest' ive
bou quet' (<i>bookay</i>)	frag' ile (<i>fragil</i>)	poi' son ous (<i>zn</i>)
hy' a cinth	col' um bine	lo be' li a

1. If we take a walk through the woods in the beginning of May, we shall find in abundance Spring's earliest blossom, which is common to the greater part of Canada, and is known by the familiar, but pretty and expressive name of Spring-beauty. It is found rising from hillocks, covered with the bright green grass of Spring, under the shade of moss-grown logs, or from beds of brown, dead leaves collected in masses by the autumnal winds of the previous year.

2. The flowers are arranged in a cluster along the main stem, and are of a pale pink, striped with dark rose-color. Although the blossoms are not showy, they should be heartily welcomed as the first of our floral forest beauties able to brave the cold days of early Spring.

3. Reaching the more shaded part of the woods, we may give variety to our bouquet of Spring-beauties by adding to it the Snow-flower, or, as it is sometimes called, the Liver-leaf. Snow-flowers bloom when the white coat of winter first disappears—in some sunny, well-protected situation, such as the root of a tree that has withstood the storms of many years, and which offers a strong shield

1. Explain **common**, **familiar**, **expressive**, and **collected**.

2. Read the paragraph, using *placed*, *plain*, and *lovely wild flowers*, instead of suitable words.

3. Give the meanings of **bouquet**, **white coat of winter**, **strong shield**, and **delicately formed**.

against boisterous gales that might rudely shake the pale tinted and delicately formed plant. It has no real petals, but colored sepals, either of a pure white, bluish-pink, or blue shading to a pale purple.



4. Not far away, we may come upon the Wood-anemone, or Wind-flower. It is of a very pure white, the under side of the sepals



being faintly tinged with purple, making an extremely beautiful bud just before the flower is in full bloom.

5. The Blood-root belongs to the Poppy family, the whole of which have colored or milky juices stored up for

4. Substitute *handsome*, *close by*, and *immediately*, for other words having the same meanings as these have.

the nourishment of the young leaves and flowers. If we pluck a blossom, we find our hands stained with an orange-red juice from the broken end of the stem; and if we examine the plant more minutely, we find it literally gorged with the liquid, which supplies an extract used in medicine.

6. More beautiful than any of the before-mentioned "Children of Spring" is the fragrant wild Hyacinth. We may often find in a flowery dell a whole, tiny forest of their feathery fronds. This wild and tender beauty, with its weight of pearly white blossoms, always seeks protective shade and rich soil wherein to bloom. The tubers of this plant are called "squirrel corn," although it is probable that Mr. and Mrs. Nutcracker and family never have the slightest idea of feeding upon such food at all.

7. Any one who has had the pleasure of rambling through our woods in Spring can scarcely have failed to notice numbers of oily, brown-spotted leaves rising from the ground in every direction. They are the leaves of the Adder's Tongue, Dog-toothed Violet, or Yellow Lily. This flower, looking like a golden crown hanging on a slender stem, may be found early in May.

8. Here we have two sister flowers. What a contrast in complexion! One is a dark gipsy, with cheeks of dusky red; the other is a pale-complexioned beauty—pale enough for death. The former is the Smiling-Wake-Robin or Red Lily, the latter is the White Lily or Death-flower. In the arrangement of the various parts, three, or a multiple of three, is the prevailing number.

5. Upon what syllable is the accent placed in **nourishment**, **examine**, **minutely**, **literally**, **extract**, and **medicine**?

6. Name six words that contain no silent letters. What is a **dell**?

7. Point out the nouns. Distinguish those that are proper.

8. State in your own words the meaning of **What a contrast in complexion!**

9. About the middle of June we wish to find the Wild Columbine, and cannot stop to examine the minor beauties of the way-side. There are the objects of our



search, swaying and bending with every breath of wind! The bright cap of bells is composed of five brilliant scarlet sepals, and five petals of the same color without, but golden within.

10. Another fragile, graceful ornament in favorite situations is the Hare-bell, of which there are two varieties, the blue and the white.

A remarkable looking flower which is found in many parts of the Dominion is the Indian Turnip, or, to use the droll but suggestive name the children give it, "Jack-in-the-Pulpit."*

This flower consists of a spike enclosed in a sheath. The beautifully striped sheath, or hood, forms the so-called pulpit, while

9. What are the objects of our search? Explain **composed**.

10. How is **favorite** often improperly pronounced? What do you understand by **droll**, **suggestive**, and **poisonous**?

* See illustration, page 83.

the club-shaped spike, bearing its tiny blossoms quite hidden under its dark claret-colored covering, is "Jack" himself. The juices of the root are hot and bitter, and of a poisonous nature, although when properly prepared the root may be used for food.

11. One of the least understood and most peculiar of our Canadian plants is that known as the Side-saddle Flower, Pigeon's Drinking Cup, or Pitcher Plant. The leaves are tubes, quite small at the base, but gradually enlarge, terminating in a lip like that of a pitcher. They are thick, of a pale green, much veined with a reddish purple, and on the inner side there is a broad wing, or flap. Owing to the interior structure of the "Pitcher" insects that enter find it difficult or impossible to escape.

12. The Violets, Phloxes, Lobelias, and many others of our flora remain unnoticed here, but any boy or girl anxious to know more about the flowers named, and about the many hundreds of others that are to be found almost everywhere, from the coasts of Nova Scotia and New Brunswick, through the woods and prairies of the other provinces to Vancouver Island, may find plenty of material for thought and for study.

JANE CLARKE.

11. Name all the adjectives, omitting *the* and *a*.

12. What name is given to a person who studies plants?

autumnal; fall.

give variety; give a (pleasingly) changed appearance.

boisterous; furious, noisy.

petals; upper or inside flower-leaves—usually of bright color.

sepals; lower or outside flower-leaves—usually green.

literally gorged; actually filled up.

complexioned; colored (usually applied to the color of the face).

a multiple of three; a number containing three an exact number of times.

fragile; frail, tender.

terminating; ending.

our flora; all the plants belonging to the country.



XXX.—THE WIND AND THE MOON.

Pronounce distinctly:—

slum'bered
mut' ter ing
fierce
harm' less

hal looed'
broad' er
won' der ful
sil' ver y

ra' di ant
mar' vel
af fair'
mo' tion less

1. Said the Wind to the Moon, "I will blow you out.
You stare in the air,
Like a ghost in a chair,
Always looking what I am about.
I hate to be watched; I will blow you out."
2. The Wind blew hard, and out went the Moon.
So, deep on a heap
Of clouds to sleep,

1. Name the words that stand for **wind** and for **moon**.

Down lay the Wind, and slumbered soon—
Muttering low, "I've done for that Moon."

3. He turned in his bed: she was there again.
On high in the sky,
With her one ghost eye,
The Moon shone white and alive and plain.
Said the Wind, "I will blow you out again."
4. The Wind blew hard, and the Moon grew dim.
"With my sledge and my wedge
I have knocked off her edge.
If only I blow right fierce and grim,
The creature will soon be dimmer than dim."
5. He blew and he blew, and she thinned to a thread.
"One puff more's enough
To blow her to snuff!
One good puff more where the last was bred,
And glimmer, glimmer glum will go the thread."
6. He blew a great blast, and the thread was gone;
In the air nowhere
Was a moonbeam bare;
Far off and harmless the shy stars shone:
Sure and certain the Moon was gone!

2. Explain **I've done for that moon.**

3. Point out the pronouns that stand for **wind**, and those that stand for **moon**.

4. Give the meaning of **right fierce and grim**. Why are " " used for the last four lines of this stanza?

5. Why is there an apostrophe in **more's**?

6. Spell and give the meanings of other words having the same sound as **blew**, **great**, **air**, and **bare**.

7. The Wind he took to his revels once more,
 On down, in town,
 Like a merry-mad clown,
He leaped and hallooed with whistle and roar.
 “What’s that?” The glimmering thread once more.
8. He flew in a rage—he danced and blew;
 But in vain **was** the pain
 Of his bursting brain;
For still the broader the moon-scrap grew,
The broader he swelled his big cheeks and blew.
9. Slowly she grew—till she filled the night,
 And shone on her throne
 In the sky alone,
A matchless, wonderful, silvery light,
Radiant and lovely, the queen of the night.
10. Said the Wind, “What a marvel of power am I!
 With my breath, good faith,
 I blew her to death—
First blew her away right out of the sky—
Then blew her in; what a strength am I!”
11. But the Moon, she knew nothing about the affair,
 For, high in the sky,
 With her one white eye,
Motionless—miles above the air,
She had never heard the great Wind blare.

GEO. MACDONALD.

-
7. Explain **he took to his revels once more** and **merry-mad clown**.
8. Point out all the verbs. Explain **in vain**, **bursting brain**, and **big cheeks**.
9. What is the meaning of **she filled the night**?
10. Show where the rhyme is not very good.
11. Define **affair** and **motionless**. What lesson may we learn from the poem?

sledge; a big hammer. By the expression **sledge** and **wedge**, we are to understand that the wind blew its very hardest to get rid of the moon.

glimmer, **glimmer glum**; bit by bit, out of sight.

moon-scrap; a little bit of the moon.

revels; noisy sports.

throne; seat (*of a king or queen*).

matchless; unequalled—none like it.

radiant; bright, sending out rays of light.

marvel; wonder.

good faith; in truth.

blare; blow noisily.

Write all the words in the lesson to which **ness** may be added, thus: **hard-ness**. In the same way write all those to which **ing** may be added.

Copy the following questions, and write full answers: Who wrote the poem called "The Wind and the Moon?" What was the first sentence the **Wind** uttered to the **Moon**?

NOTE.—The whole lesson will form an excellent exercise in dictation, if particular attention be paid to such words as **stare**, **air**, **deep**, **heap**, **high**, **sky**, etc.

XXXI.—TURNING THE GRINDSTONE.

Pronounce distinctly:—

ac cost' ed
com' pli ment
ke' ' tle ful
min' ute (*it or it*)

flat' ter y
blis' tered
sharp' ened
tru' ant

mer' chant
po lite'
pro fes' sions
at tach' ment

1. When I was a little boy, I remember one cold winter's morning I was accosted by a smiling man with an axe on his shoulder. "My pretty boy," said he, "has your father a grindstone?"

"Yes, sir," said I,

I. Point out the nouns, adjectives, and verbs.

2. "You are a fine little fellow," said he, "will you let me grind my axe upon it?"

Pleased with the compliment of "fine little fellow," "Oh yes, sir," I answered; "it is down in the shop."

3. "And will you, my man," said he, patting me on the head, "get me a little hot water?"

How could I refuse? I ran and soon brought a kettleful.

4. "How old are you? and what's your name?" continued he, without waiting for a reply; "I am sure you are one of the finest lads that I have ever seen; will you just turn the grindstone a few minutes for me?"

5. Tickled with the flattery, like a little fool, I went to work, and bitterly did I rue the day. It was a new axe, and I toiled and tugged till I was almost tired to death. The school-bell rang, and I could not get away; my hands were blistered, and the axe was not half ground.

6. At length, however, it was sharpened; and the man turned to me with these words, "Now, you little rascal, you've played truant: scud to the school, or you'll rue it!"

7. "Alas!" thought I, "it was hard enough to turn a grindstone this cold day, but now to be called a little rascal is too much."

8. It sank deep into my mind, and often have I

2. Name all the pronouns that refer to the **man** and the **boy**. What word did both of them use instead of **grindstone**?

4. Explain **waiting for a reply**. Give another meaning for **just**.

5. What do you understand by **tickled with the flattery**, and **bitterly did I rue the day**.

6. Spell the words in full for which **you've** and **you'll** stand.

7. What is the meaning of **Alas**? Of **rascal**?

8. Explain it **sank deep into my mind**, and **over-polite**.

thought of it since. When I see a merchant over-polite to his customers, begging them to take a little brandy, and throwing his goods on the counter, methinks, "That man has an axe to grind."

9. When I see a man flattering the people, making great professions of attachment to liberty, who is in private life a tyrant, I say to myself, "Look out, good people! that fellow would set you turning grindstones!"

FRANKLIN.

9. Read the paragraph, leaving out **flattering**, **professions**, **liberty**, **private**, **tyrant**, and **methinks**, and put other words in place of these.

accosted ; spoken to; addressed.	merchant ; one who buys and sells
compliment ; praise, flattery.	goods.
tickled ; highly pleased.	polite ; civil, courteous.
flattery ; false praise.	methinks ; I think.
rue ; feel sorry for.	professions ; talk, show.
scud ; be off in a hurry.	attachment ; love, fondness.
alas ; an interjection, meaning	private life ; home life.
"how unhappy I am!"	tyrant ; a cruel master.

Write a list of all the questions in the lesson, using the proper marks.

Write separate lists of all the words that have two and three syllables.

Compose sentences having one of the following subjects in each: **grindstone**, **reply**, **school-bell**, **customers**, **brandy**, and **counter**.

Over and over again,

No matter which way I turn,

I always find in the book of life

Some lesson that I must learn;

I must take my turn at the mill,

I must grind out the golden grain,

I must work at my task with a resolute will

Over and over again.

XXXII.—THE VICAR'S SERMON.

Pronounce distinctly:—

vic' ar
thor' ough (*thurro*)
at' oms

du' ty
se cure' ly
ba' by hood

soft' en (*t* silent)
treas' ures
pleas' ures

1. Whatsoe'er you find to do,
Do it, boys, with all all your might;
Never be a *little* true,
Or a *little* in the right.
Trifles even
Lead to heaven;
Trifles make the life of man;
So in all things,
Great or small things,
Be as THOROUGH as you can.

2. Let no speck their surface dim,
Spotless truth and honor bright;
I'd not give a fig for him
Who says that any lie is white!
He who falters—
Twists or alters
Little atoms when we speak
May deceive me,
But, believe me,
To *himself* he is a sneak.

1. Spell the full form of **whatsoe'er**. Why is **little** in italics? Give a reason for **thorough** being in small capitals.

2. Give other words for **spotless**, and for **deceive**. Explain **honor bright**. What is meant by **their surface dim**?

3. Help the weak if you are strong;
Love the old if you are young;
Own a fault if you are wrong;
If you're angry, hold your tongue.
 In each duty
 There's a beauty,
If your eyes you do not shut,
 Just as surely
 And securely
 As a kernel in a nut!
4. Love with all your heart and soul,
Love with eye and ear and touch.
That's the moral of the whole;
You can never love too much!
 'Tis the glory
 Of the story
In our babyhood begun;
 Hearts without it
 (Never doubt it)
Are as worlds without a sun.
5. If you think a word will please,
Say it, if it is but true;
Words may give delight with ease
When no act is asked from you.

3. What is the meaning of the second line? Name all the verbs. Spell the words for which **you're** and **there's** stand. Give another word for **just**.

4. What does the word **it** stand for in each of the lines:

Hearts without it
(Never doubt it)?

Words may often
 Soothe and soften,
 Gild a joy and heal a pain;
 They are treasures
 Yielding pleasures
 It is wicked to retain.

5. Name the subject of the verbs **soften** and **gild**. What is the meaning of the last two lines?

vicar; a clergyman of the Episcopal Church, who ranks below a rector.

sermon; an address from the pulpit.

thorough; perfect.

falters; hesitates, speaks uncertainly.

alters; changes.

atoms; the smallest particles into which it is possible to divide anything—used here for trifling words or statements.

deceive; cheat.

sneak; mean fellow.

securely; safely.

yielding; producing.

treasures; riches.

Write the first four lines of the third verse, and arrange the words in a different order.

Compose a sentence about each of the following subjects:—**The vicar's sermon, spotless truth, a fig, your tongue, heart and soul, and babyhood.**

XXXIII.—THE PRODIGAL SON.

REVISED VERSION.

Pronounce distinctly:—

prod' i gal

ri' ot ous

cit' i zens

com pas' sion

in treat' ed

trans gressed'

com mand' ment

ga' vest

kill' edst

1. And Christ said, A certain man had two sons; and the younger of them said to his father, Father, give me the portion of thy substance that falleth to me. And he divided unto them his living.

2. And not many days after the younger son gathered all together, and took his journey into a far country; and there he wasted his substance with riotous living. And when he had spent all, there arose a mighty famine in this country; and he began to be in want.

3. And he went and joined himself to one of the citizens of that country; and he sent him into his fields to feed swine. And he would fain have been filled with the husks that the swine did eat: and no man gave unto him.

4. But when he came to himself he said, How many hired servants of my father's have bread enough and to spare, and I perish here with hunger! I will arise and go to my father, and will say unto him, Father, I have sinned against heaven, and in thy sight: I am no more worthy to be called thy son: make me as one of thy hired servants.

5. And he arose, and came to his father. But while he was yet afar off, his father saw him, and was moved with compassion, and ran, and fell on his neck, and kissed him. And the son said unto him, Father, I have sinned against heaven, and in thy sight: I am no more worthy to be called thy son.

6. But the father said to his servants, Bring forth quickly the best robe, and put it on him; and put a ring on his hand, and shoes on his feet; and bring the fatted calf, and kill it, and let us eat, and make merry: for this my son was dead, and is alive again; he was lost, and is found. And they began to be merry.

7. Now his elder son was in the field; and as he came

2. What is the difference in meaning between *living* in par. 1 and the same word in this paragraph?

and drew nigh to the house, he heard music and dancing. And he called to him one of the servants, and inquired what these things might be.

8. And he said unto him, Thy brother is come; and thy father hath killed the fatted calf, because he hath received him safe and sound. But he was angry, and would not go in; and his father came out, and intreated him.

9. But he answered and said to his father, Lo, these many years do I serve thee, and I never transgressed a commandment of thine: and yet thou never gavest me a kid, that I might make merry with my friends: but when this thy son came, thou killedst for him the fatted calf.

10. And he said unto him, Son, thou art ever with me, and all that is mine is thine. But it was meet to make merry and be glad: for this thy brother was dead, and is alive again; and was lost, and is found.—Luke xv. 11-32.

prodigal; spendthrift.

substance; goods.

wasted his substance with riotous

living; spent all his money in a wasteful and foolish manner.

joined; hired, engaged.

fain; gladly.

compassion; pity.

robe; dress (loose clothing, used in Eastern countries).

intreated him; asked him earnestly.

transgressed; disobeyed.

meet; proper.

Change the following words into the comparative and superlative degrees by adding **er** and **est** (or whatever may be necessary), and write them out in full: **mighty, worthy, merry, nigh, safe, angry, glad.**

Compose sentences, each containing one of the foregoing words.

Write a list of the verbs in the first four paragraphs.

Write the story of the "Prodigal Son" briefly, and in your own words.



REVIEW.

When should capital letters be used at the beginning of words? What do you understand by silent letters? What is meant by accenting a syllable? Tell what you understand by compound words. Why are some compound words written and printed with a hyphen, whilst others have none? What are italics?

When should apostrophes be used? What is the use of the query or mark of interrogation? After what kind of word or words do we write the admiration or exclamation mark? With what mark should all complete sentences be closed in cases where the query and exclamation marks are not used? When do we use quotation marks?

What is a sentence? What is the name given to the part of a sentence about which the statement is made? What are you said to do with any sentence when you name its parts? How does a phrase differ from a statement?

What do we call words that are names? What do we call other words used instead of words that are names? When is a word said to be an adjective? What is the name of the chief word that makes a statement?

Why is it useful to be able to re-arrange the words of a sentence, and to use other words for those given in the lessons?

Are you sure you understand *thoroughly* all you have been taught in Part I.? Do you feel that for this reason you can both read and write more *intelligently* and *intelligibly*?



"GREAT, WIDE, BEAUTIFUL, WONDERFUL WORLD."

THIRD READING BOOK.

PART II.

I.—THE CHILD'S WORLD.

1. Great, wide, beautiful, wonderful World,
With the wonderful water round you curled,
And the wonderful grass upon your breast,—
World, you are beautifully dressed!
2. The wonderful air is over me,
And the wonderful wind is shaking the tree,
It walks on the water and whirls the mills,
And talks to itself on the top of the hills.
3. You, friendly Earth! how far do you go
With the wheat-fields that nod and the rivers that flow,
With cities and gardens, and cliffs and isles,
And people upon you for thousands of miles?
4. Ah! you are so great, and I am so small,
I tremble to think of you, World, at all;
And yet, when I said my prayers to-day,
A whisper within me seemed to say,
5. "You are more than the Earth,
Though you are such a dot:
You can love and think,
And the Earth can not!"

MATTHEW BROWNE.

II.—PROVERBS OF SOLOMON.

SELECTED.

Pronounce distinctly :—

in struc' tion	mem' o ry	pen' u ry
mer' chan dise	pra' ting	sloth' ful ness
pleas' ant ness	a bom i na' tion	griev' ous
heav' i ness	im ag i na' tions	right' eous ness

1. My son, hear the instruction of thy father, and forsake not the law of thy mother. If sinners entice thee, consent thou not: walk not thou in the way with them; refrain thy foot from their path; turn not to the right hand nor to the left; remove thy foot from evil.

2. Happy is the man that findeth wisdom, and the man that getteth understanding, for the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies: and all the things that thou canst desire are not to be compared unto her. Length of days is in her right hand: and in her left hand riches and honor. Her ways are ways of pleasantness, and all her paths are peace.

3. A wise son maketh a glad father; but a foolish son is the heaviness of his mother. He that gathereth in summer is a wise son; but he that sleepeth in harvest is a son that causeth shame. The memory of the just is blessed: but the name of the wicked shall rot. The wise in heart will receive commandments; but a prating fool shall fall.

1. For other words substitute *tempt*, *listen to*, *withhold*, and *agree*.

2. To what word or words do the pronouns *it*, *she*, and *her* refer?

3. What are the more common forms of such words as *maketh*, *gathereth*, *sleepeth*, and *causeth*? Give another word for *just*.

4. These six things doth the Lord hate; yea, seven are an abomination unto him: a proud look, a lying tongue, hands that shed innocent blood, an heart that deviseth wicked imaginations, feet that are swift in running to mischief, a false witness that speaketh lies, and he that soweth discord among his brethren.

5. A false balance is an abomination to the Lord: but a just weight is his delight. A righteous man regardeth the life of his beast: but the tender mercies of the wicked are cruel. He that tilleth his land shall be satisfied with bread: but he that followeth vain persons is void of understanding, and shall have poverty enough.

6. Where no oxen are, the crib is clean; but much increase is by the strength of the ox. In all labor there is profit: but the talk of the lips tendeth only to penury. Slothfulness casteth into a deep sleep; and an idle soul shall suffer hunger. The sluggard will not plough by reason of the cold: therefore shall he beg in harvest and have nothing.

7. Wine is a mocker, strong drink is raging: and whosoever is deceived thereby is not wise. Who hath woe? Who hath sorrow? Who hath contentions? Who hath babbling? Who hath wounds without cause? Who hath redness of eyes? They that tarry long at the wine: they that go to seek mixed wine. Look not thou upon the wine when it is red, when it giveth its color in the cup, when it moveth itself aright:

4. Explain **abomination**, **proud look**, **innocent blood**, **wicked imaginations**, and **soweth discord**.

5. Point out the nouns, verbs, and adjectives. Explain **tilleth**.

6. Transpose the words of each clause in the first sentence.

7. Give other words for **mock**, **raging**, **babbling**, and **tarry**.

at the last it biteth like a serpent, and stingeth like an adder.

8. Train up a child in the way he should go, and when he is old he will not depart from it. Even a child is known by his doings, whether his work be pure, and whether it be right. The rod and reproof give wisdom, but a child left to himself, bringeth his mother to shame. Correct thy son and he shall give thee rest: yea, he shall give delight unto thy soul.

9. Boast not thyself of to-morrow; for thou knowest not what a day may bring forth. Open rebuke is better than secret love. Faithful are the wounds of a friend; but the kisses of an enemy are deceitful. A man that flattereth his neighbor spreadeth a net for his feet. A word fitly spoken is like apples of gold in pictures of silver.

10. Whoso keepeth his mouth and his tongue, keepeth his soul from troubles. A fool uttereth all his mind; but a wise man keepeth it in till afterwards. Seest thou a man that is hasty in his words? there is more hope of a fool than of him. As a madman who casteth firebrands, arrows, and death, so is the man that deceiveth his neighbor, and saith, Am not I in sport? A soft answer turneth away wrath; but grievous words stir up anger.

11. Better is a dinner of herbs where love is, than a stalled ox and hatred therewith. Pride goeth before

8. Give all the meanings you know for each of the words, **train**, **will**, **even**, **rod**, and **correct**.

9. Name the diphthongs in **boast**, **thou**, **may**, **faithful**, **wounds**, **deceitful**, and **spreadeth**.

10. Point out the pronouns, and tell for what each one stands.

11. Transpose the first sentence. Explain **hoary head** and **crown of glory**.

destruction, and an haughty spirit before a fall. The hoary head is a crown of glory, if it be found in the way of righteousness. Whoso rewardeth evil for good, evil shall not depart from his house. A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.

proverbs; wise sayings.	false balance; scales that do not weigh correctly.
merchandise; profit, goods.	crib; stall.
rubies; precious stones (of a deep red color).	penury; poverty, want.
length of days; long life.	mockery; cheat, deceiver.
heaviness; grief, affliction.	contentions; quarrels, noisy disputes.
shall rot; (figuratively) shall be forgotten.	adder; a small poisonous snake.
a prating fool; one who talks foolishly.	grievous; harsh, provoking.

In every sentence the words that show what is stated about the *subject* are called the *predicate*.

Compose sentences each containing one of the following predicates:
 are selected from the Bible. are called the Proverbs
 of Solomon. was the son of David. was named Absalom.
 became king after the death of his father

Copy the fifth paragraph, and draw an upright line between the subjects and predicates, or underline as directed on p. 8., Part I.

Do you wish to make your mark in the world? Do you wish to quit yourselves like men? Then remember the following rules: Observe good manners. Endure trials patiently. Be prompt in all things. Dare to do right. Fear to do wrong. Fight life's battles manfully. Be sure you are right, then go ahead. Use your leisure time for improvement. Be strictly honorable in all things.

III.—WHAT WE SHOULD DRINK.

Pronounce distinctly:—

fer ment'	tem' per ate	dis til la' tion
al' co hol	liq' uor (<i>likkur</i>)	a lone'
un health' y	poi' son ous	spir' its

1. No creature could live for any length of time without drink. Plants drink nothing but water. They find it in the ground after it has fallen in the form of rain from the clouds, and their tiny root-mouths take it in drop by drop.

2. Birds drink only water, and other animals of all kinds drink nothing but water or milk. Men and women could not live if it were not for pure cold water, and they would be far better off if they never drank anything else. But they have learned to make many drinks which are not found in nature, and some of these are very injurious, and cause a great deal of sickness and death. Among the most hurtful of all these are cider, beer, wine and spirits.

3. Men take the fresh, wholesome juice of apples and allow it to ferment, and thus make a drink called cider. They take barley, soak and partly rot it, then mash it and let the sweet juice ferment, and so make beer. They take the sweet juice of grapes, and by a similar process turn it into wine.

The fresh juice of apples, barley and grapes is very good, and will hurt no one who drinks it. But when it

1. Tell for which nouns each of the pronouns stands.

2. Read the first sentence, using suitable words in place of **only** and **but**. To what does **these** refer?

3. What words in the paragraph mean the opposite of *unwholesome*, *wholly*, *bitter*, and *different*?

is allowed to ferment, the sugar which is in it is changed into a substance called alcohol, and this, most doctors tell us, is a poison.

4. So when people drink cider, beer, and wine, the alcohol in these beverages makes the drinkers giddy and light-headed, and if they take much they become unable to walk straight, and often are made altogether helpless. We say they are then tipsy, or drunk. But if we spoke truly we should say they were more or less poisoned by the alcohol they had taken. If people take very little cider, beer, or wine, they get very little poison, and so do not show its effects. But as they take more they show it more, often becoming drunk, and in some instances they die from excess.

5. A healthy person should never use any of these drinks. Pure water and milk are far better, for there is no alcohol in them, and therefore they do not harm people. What makes cider, beer, and wine so full of danger is that this alcohol causes an unhealthy craving in the body, and so people are led to drink to excess until they become drunkards and are ruined. You may see many of these poor, ruined persons on the streets, and they become so from using drinks which contain alcohol. Let all boys and girls who wish to be temperate and healthy refrain from the use of cider, beer, or wine.

6. You have learned what cider, beer, and wine are made from, and that they are dangerous drinks. If, however, you look into the window of a liquor-shop you will find other drinks besides these for sale. You will see

4. Explain **helpless**, and **effects**. What is the difference between **giddy** and **light-headed**?

5. Distinguish the sounds of *a* in **any**, **far**, **water**, **harm**, **makes**, and **drunkards**. Use other words for **harm**, **causes**, and **to excess**.

6. Point out the words containing diphthongs.

brandy, rum, whiskey, gin, and many more intoxicants displayed. All these are known by the general name of *spirits*; while cider, beer, and wine are called *fermented* liquors. Spirits differ from fermented liquors in this chiefly, that they contain a great deal more alcohol, and are therefore more poisonous and deadly.

7. People did not know how to make spirits until about 800 years ago. Up to that time only fermented liquors were used. Then some learned men found out the art of distilling—that is, of separating alcohol from the water with which it was mixed in fermented liquor. In this way they made spirits, or strong drinks, so called because they contain much more alcohol. Rum has about twelve times as much alcohol as common beer, and brandy has about five times as much as light wine.

8. If you put wine in a vessel, and place under it a lamp, the liquor will become heated, and in a little while the alcohol in the wine will go off in the form of vapor, and leave only water. If this vapor be caught and cooled, by conveying it in a tube through a vessel containing cold water, it will then consist chiefly of liquid alcohol, which, after being colored and flavored, is called brandy. Rum is made in like manner from molasses, after the latter has been fermented. Gin and whiskey are made from fermented grain juice.

9. Let us keep in mind, then, that alcohol is not found in apples, grain, or grapes, but is a substance produced from the juices of these by a process called fermentation. In this way cider, beer, and wine are made, and consist of a great deal of water, a little of some sweet and acid substances, and alcohol. Out of these fermented liquors,

7. Spell the plural of **brandy** and of **whiskey**.

8. Select words containing **g** soft, **g** hard, and **g** silent.

9. Name all the nouns telling whether they are singular or plural.

by the process of distillation, spirits are made. They consist of a smaller quantity of water and sweet matter and a great deal of alcohol.

10. Alcohol is poison. The alcohol in a full glass of brandy, if given alone to a small child, would kill it. Two and a half ounces of alcohol, if put into the stomach of a small dog, will kill it instantly: an ordinary glass of whiskey contains more than that amount of alcohol. So when people drink *spirits* they soon become tipsy and drunken—that is, they are poisoned by the alcohol. A noted doctor in London, England, says that fully 40,000 people lose their lives every year in Great Britain by drinking alcohol in various kinds of liquors.

11. These drinks do not make people strong. When a walker or rower is in training for a race, he never drinks beer or spirits. There is no food-substance in alcohol, and many doctors are now agreed in telling us that it does not add any warmth to the body. How sad that so much money should be spent, and so many people ruined, in drinking fermented liquors and spirits which do nobody any good, and injure almost every one who takes them! The best way is never to touch, taste, or handle them.

PROF. FOSTER, M.P.

10. Name all the verbs in the present tense, and give the past tense of each.

11. Substitute an *athlete*, *numerous physicians*, and *what a pity it is*, for suitable words in the paragraph.

ferment; work like yeast.

refrain from; avoid.

mash it; mix it with water.

intoxicants; liquors that produce drunkenness.

alcohol; strong spirits.

Copy the following subjects, and add predicates to them: Birds and beasts of all kinds. Men and women. Apples, grapes, and barley. Pure water and milk. Brandy, rum, whiskey, and gin.

Write questions and answers about **alcohol**; a **noted doctor**, **London, England**; and **Great Britain**.



IV.—LITTLE JERRY, THE MILLER.

Pronounce distinctly :—

clat' ter ing
calked (*kawkt*)

ma' tron
no' ta ble

mourn' ful ly
wast' ing (*waist*)

- i. Beneath the hill you may see the mill
Of wasting wood and crumbling stone;
The wheel is dripping and clattering still,
But Jerry, the miller, is dead and gone.

i. For what two words may *decaying* be used?

2. Year, after year, early and late,
Alike in summer and winter weather,
He pecked the stones and calked the gate,
And mill and miller grew old together.
3. "Little Jerry!"—'twas all the same—
They loved him well who called him so;
And whether he'd ever another name,
Nobody ever seemed to know.
4. 'Twas "Little Jerry, come grind my rye;"
And "Little Jerry, come grind my wheat,"
And "Little Jerry" was still the cry,
From matron bold and maiden sweet.
5. 'Twas "Little Jerry" on every tongue,
And thus the simple truth was told;
For Jerry was little when he was young,
And he was little when he was old.
6. But what in size he chanced to lack,
Jerry made up in being strong;
I've seen a sack upon his back,
As round as the miller and quite as long.
7. Always busy and always merry,
Always doing his very best,

2. From what is said of the miller in this verse, name some adjectives that would apply to him.

3. Distinguish **whether** from *weather*, *wether*, and *whither*; and **seemed** from *seamed*.

4. Give at least two meanings each for **still** and **bold**.

5. Explain the phrases **on every tongue**, and **simple truth**.

6. Transpose the words of the first two lines. Use another expression in place of **chanced to lack**.

7. Use suitable words instead of **always busy**, **uttered**, and **jest**.

A notable wag was little Jerry,
Who uttered well his standing jest.

8. How Jerry lived is known to fame,
But how he died there's none may know;
One autumn day the rumor came—
"The brook and Jerry are very low."

9. And then 'twas whispered mournfully
The leech had come and he was dead,
And all the neighbors flocked to see;
"Poor Little Jerry" was all they said.

10. They laid him in his earthly bed—
His miller's coat his only shroud—
"Dust to dust," the parson said,
And all the people wept aloud;

11. For he had shunned the deadly sin,
And not a grain of over-toll
Had ever dropped into his bin,
To weigh upon his parting soul.

12. Beneath the hill there stands the mill,
Of wasting wood and crumbling stone;
The wheel is dripping and clattering still,
But Jerry, the miller, is dead and gone.

J. G. SANE.

8. Explain **known to fame**. What is a **rumor**?

9. Instead of what words may we use *sadly*, and *went in crowds*?

10. What do you understand by **earthly bed**, **shroud**, and **parson**?

11. Explain **shunned the deadly sin**, and **parting soul**.

calked the gate; filled up holes, notable wag; well-known joker.
or stopped leaks in the sluices. the leech; the doctor.
matron; married woman. to weigh; to be a burden.

Make a list of all the nouns and verbs in the poem.

Select ten words to which **ly** may be added to form other words.

Compose sentences, each containing one of the following phrases:
year after year, on every tongue, quite as long, standing jest, known to fame, wept aloud, and parting soul.

V.—THE FLAX.

Pronounce distinctly :—

del' i cate
 re fresh' ing
 su preme' ly
 knot' ty

drowned
 moist' ened (*moisnd*)
 pro' cess es
 cler' gy man

pos' si bly
 scis' sors
 doz' en (*duzzn*)
 mar' vel lous



1. The flax was in full bloom; it had very pretty blue flowers, which were much more delicate than the wings of a moth. The sun shone upon the flax and the showers watered it; and this was as good for it as it is for little children to be washed and then have a kiss from mother. They look all the prettier for it, and so did the flax.

2. "People say that I am well grown," said the flax,

1. Explain **full bloom**. What does **it** stand for in the last sentence? Explain **delicate**.

"and that I am getting so nice and tall, I should make a famous piece of linen. How fortunate I am! Now I am so well off, I am certainly the happiest of the happy; for something is to be made of me. How the sunshine delights me; how sweet and refreshing is the rain! I am supremely happy!"

3. "Ay, ay, ay," said the fence, "you do not yet know the world; but we do, for we are knotty." And then he creaked most dismally,

"Ended is the song."

4. "No, it is not ended," said the flax, "to-morrow the sun will shine, or the rain will fall, and do good. I feel that I am growing; I feel I am in full bloom; I am the happiest of the happy!"

5. But one day some people came and seized the flax by his tuft, and rooted him up. This pained him much. Then he was laid in water, as if he were to be drowned, and held over the fire, as if he were to be roasted. It was really dreadful!

6. "We can't always be happy," said the flax. "One must suffer sometimes, and then one learns something."

But things grew worse; the flax was moistened, steeped, scutched, and heckled; nay, he did not know

2. Why is the mark (!) used after **am**, **rain**, and **happy**?

3. What is the distinction between **ay** and *aye*? Supply the words understood after **we do**. Tell the difference between **creaked** and *croaked*.

4. Supply a word of three syllables and one of four syllables in place of **ended**.

5. Why is flax pulled up by the roots, and not cut? How is **drowned** often mispronounced?

6. Read the second sentence, using a suitable expression instead of **one**. Explain the meaning of **nay**.

what they called all the various processes he went through. At last he was put on the spinning-wheel. Whirr, whirr! It went round so fast that the flax could not collect his thoughts.

7. "I have been very, very happy," thought he in the midst of all his troubles. "I must be content with the happiness I once enjoyed. Oh, content! content!" And this he still repeated when he was on the loom, where he became a fine, long piece of linen. The whole of the flax, to the very last stalk, was used to make this one piece of linen.

8. "Well, this is quite wonderful! I should never have thought it! How lucky I am! The fence was quite wrong when he sang:

'Ended is the song.'

The song is by no means ended; it is only just commencing. How wonderful! True, I have suffered somewhat in my lifetime, but only look what it has made of me. 'I am the happiest of the happy.' I am so strong and so fine; so white and so long."

9. "This is much better than being merely a plant, even in full bloom; one is not taken care of then, and one only gets watered if it happens to rain. Now I am waited on and tended; the maid turns me every morning, and I have a shower bath every evening from the watering pot. Yes, even the clergyman's wife spoke about me; she said I was the best piece of linen in the whole parish. I cannot possibly be happier than I am now."

7. Which of the following words would you select to use in place of *midst*: *centre*, *middle*, *heart*, *amid*, or *core*?

8. How do you account for the exclamation mark being used so often here?

9. Why is there an apostrophe in *clergyman's*? Spell the short form of *cannot*.

10. The linen was next brought into the house, and given over to the scissors. Oh! how it was cut and torn, and then pricked with needles. This was not pleasant; but the piece of linen was now made into twelve shirts.

11. "Here, now; I have become something very important. So, then, this was what I was intended for. It is indeed a blessing, to be of use in the world, as it is the duty of every one to be. This is a real pleasure. We are now in twelve pieces, still we are all one and the same. We are a dozen. What a marvellous piece of good luck it is!"

10. Has **scissors** any singular form? Give a reason for your answer. In what other way may we speak of this number of **shirts**?

11. Give words of similar meanings for **intended**, **real**, and a **dozen**.

famous; good, first-rate.

refreshing; cooling and strengthening.

supremely; in the highest degree.

scutched; the woody fibre separated.

heckled; combed, torn into shreds.

processes; operations, ways of handling.

content; satisfied.

repeated; said over again.

loom; weaving machine.

merely; only.

clergyman; minister, priest.

parish; a district in charge of a clergyman.

marvellous; wonderful.

Compose sentences telling what **flax** is; what its flowers look like; what the people said about it in the lesson; what the fence said, and how the flax was treated after it was pulled up.

Select all the words from the first two paragraphs to which **ness** may be added.

Add other words to **sun**, **moth**, **rain**, **fence**, **day**, **water**, and **maid**, so as to form compound words. Write these words.

VI.—THE FLAX.

CONCLUDED.

Pronounce distinctly:—

im ag' ine	nu' mer ous	dis cov' er
ex is' tence (<i>egz</i>)	circ' u la ted	ex pe' ri ence
prob' a ble	man' u script	in vis' i ble
price' less	an' ces tor	nec' es sa ry

1. Years passed away, and the linen could no longer hold together; it was so worn. "Everything must come to an end sometime or other," said each garment; "I would willingly have lasted longer, but one ought not to expect what isn't possible."

2. Then the old shirts were torn into rags and tatters. They now believed that all was over with them, for they were chopped to pieces, soaked in water, and cooked, and they knew not what else happened to them, until they found themselves changed into beautiful white paper.

3. "Well, now, this is a surprise, and a very great surprise, too," said the paper. "Now I am smarter than before, and I shall be written on, and who knows what may not be written upon me! This is indeed wonderful luck!"

4. And, sure enough, the prettiest tales and poems were written upon the paper; and only one blot was made on it. It was, indeed, wonderful luck! And the people heard what was written thereon, and it was so good and so useful, that it made them better and wiser, for they were blessed words.

1. What is the difference between **passed** and *past*? Give the meanings of **garment** and **possible**.

2. Explain the phrase **all was over with them**.

3. Supply words between **than** and **before**.

4. Point out all the adjectives, and give their other degrees.

5. "This is more than I dreamed of when I was only a little blue flower in the field. How was it likely that I could imagine myself bringing joy and knowledge to mankind? I can scarcely yet believe it, but it is really so. I am well aware that I have done nothing myself but what my feeble powers compelled me to do for my very existence, and yet I have been raised, in the manner I have related, from one joy and honor to another."

6. "Every time that I think

' Ended is the song,'

I attain to something higher and better. Now I am sure to be sent to travel all over the world, that everyone may read me. It is the most probable thing that may occur; it cannot be otherwise. There are priceless thoughts in the words now written upon me, as numerous as the blue blossoms I once bore! 'I am the happiest of the happy!'"

7. But the paper did not travel at all, but was sent to the printers, and all that was written upon it was set up in type to make a book, or rather hundreds of books, as by this means very many more can derive pleasure and profit from its contents than if the single paper on which they were written had been circulated through the world, and had been worn out before it had performed half its journey.

8. "Yes, this is certainly the next sensible plan," thought the manuscript; "it did not occur to me before."

5. Transpose the first sentence. Give meanings for **compelled**, **manner**, and **honor**.

6. Omit certain words, and use instead of them *likely*, *very valuable*, and *carried*, so as to convey the same meanings.

7. To what does **this means** refer? Spell the plural of **half**, and of **journey**.

I shall thus remain at home, and be held in honor, just like a fine old ancestor, which indeed I am to all these new books. Now some good can be done. I should not have been able to wander about. But he who wrote the whole of it has looked at me; every word flew directly out of his pen upon me. 'I am the happiest of the happy!'"

9. The paper was then tied up in a bundle, and thrown into a barrel which stood in the wash-house.

"It is good to rest after one's duty is done," said the paper; "it is very wise to collect one's thoughts and reflect upon one's actions. Now I discover for the first time all that is in me, and to know one's self is a step in the right direction. What next will happen to me? I shall at all events make progress, for my experience tells me that all changes are for the better."

10. So one day all the paper was taken out and laid upon the hearth to be burnt; for they said there was no need to send it to the shops to be used for wrapping up butter and sugar. And all the children in the house stood round, for they were so fond of seeing paper burned, because it sends up such bright flames, and afterwards so many red sparks are seen amongst the ashes, popping out one after another so very fast.

11. They called it "seeing the children come out of school;" and they said the last spark was the school-master. They often thought he had gone, but just at

8. Point out a word in this paragraph for which *MS.* often stands. Use three words in place of **thus**.

9. Give other words that mean the same as **collect**, **reflect**, **discover**, and **direction**.

10. Name the silent letters in **hearth**, **wrapping**, and **bright**.

11. What is the present tense of **was**? of **thought**? of **gone**? and of **knew**?

that instant another spark would pop out. "There went the schoolmaster," they would exclaim; ay, a deal they knew about it. If they had only known who was going by; we know who it was, but they do not.

12. It was great fun, and those who watched them sang over the dead ashes:

"Snip-snap-snop,
The sparks go 'pop,'
And ended is the song."

But the little invisible beings all said: "The song is never ended; that is the best of it. We know it, and therefore, 'We are the happiest of the happy.'" But the children could neither hear nor understand this; nor was it necessary they should, for children are not to know everything.

HANS CHRISTIAN ANDERSEN.

12. Compare little, best, and happiest.

garment; an article of clothing.
expect; look for.
possible; able to be, or to happen.
imagine; fancy, think.
compelled; forced.
existence; life, being.
related; told, described.
probable; likely.
numerous; many.

derive; to get, to draw out.
circulated; carried round.
manuscript; writing (often contracted thus: MS.).
ancestor; forefather.
reflect; think upon.
experience; knowledge of life.
invisible beings; beings that cannot be seen.

Write questions and answers about each of the following subjects: linen, old shirts, prettiest tales and poems, hundreds of books, manuscript, one's thoughts, the schoolmaster, dead ashes, and Hans Christian Andersen.

From paragraphs 9, 10, 11, and 12, make lists of words that may be changed by adding to them **y**, **ly**, **ness**, or **ion**.

Write sentences stating that there are large paper-mills at Georgetown, Valleyfield, Merritton, Napanee, Dundas, Sherbrooke, Port Neuf, and anywhere else you know of in this country.



VII.—THE GRAY SWAN.

Pronounce distinctly:—

El' i hu (*hew*)

trem' bling

cruise (*krooz*)

1. "Oh! tell me, sailor, tell me true,
Is my little lad, my Elihu,
A-sailing with your ship?"

1. Spell the other degrees of little and dim.

The sailor's eyes were dim with dew,—

"*Your little lad, your Elihu?*"

He said with trembling lip,—

"*What little lad? What ship?*"

2. "What little lad? as if there could be
Another such a one as he!

What little lad, do you say?

Why, Elihu, that took to sea

The moment I put him off my knee!

It was just the other day

The Gray Swan sailed away!

3. "*The other day?*" The sailor's eyes
Stood open with a great surprise:—
"*The other day?—The Swan?*"
His heart began in his throat to rise.
"Ay, ay, sir!" here in the cupboard lies
The jacket he had on!"
"*And so your lad is gone?*"

4. "Gone with the Swan!"—"And did she stand
With her anchor clutching hold of the sand,
For a month and never stir?"
"Why, to be sure! I've seen from the land,
Like a lover kissing his lady's hand
The wild sea kissing her,—
A sight to remember, sir!"

2. Explain **The moment I put him off my knee!**

3. Judging by the expression **His heart began in his throat to rise**,
how must the sailor have felt?

4. Supply words that are understood after **to be sure!**

5. *"But, my good mother, do you know
All this was twenty years ago?
I stood on the Gray Swan's deck,
And to that lad I saw you throw
(Taking it off, as it might be, so)
The kerchief from your neck,"—
"Ay, and he'll bring it back!"*
6. *"And did the little lawless lad,
That has made you sick, and made you sad,
Sail with the Gray Swan's crew?"*
"Lawless! The man is going mad!
The best boy ever mother had:—
Be sure he sailed with the crew!
What would you have him do?"
7. *"And has he never written line,
Nor sent you word, nor made you sign,
To say he was alive?"*
"Hold! if 'twas wrong, the wrong is mine;
Besides, he may be in the brine;
And could he write from the grave?
Tut, man! What would you have?"
8. *"Gone twenty years,—a long, long cruise;
'Twas wicked thus your love to abuse!
But if the lad still live,*

5. Why did the sailor say **my good mother**? Who spoke the words in the last line?

6. Explain **lawless** and **crew**.

7. What statement does the mother make here that appears to contradict one she makes in the 5th verse?

8. Give the meanings of **forgive**, **miserable**, and **mad as the sea**.

*And come back home, think you, you can
Forgive him?"—"Miserable man!*

*You're mad as the sea, you rave—
What have I to forgive?"*

9. The sailor twitched his shirt so blue,
And from within his bosom drew
The kerchief. She was wild.
"OH GOD, MY FATHER! IS IT TRUE?
MY LITTLE LAD, MY ELIHU!
MY BLESSED BOY, MY CHILD,
MY DEAD, MY LIVING CHILD!"

ALICE CARY.

9. What may be understood from the last four lines being printed in capitals?

took to sea; became fond of the sea.

lawless; naughty, disobedient.
brine; the sea.

cruise; voyage.

rave; talk foolishly.

kerchief; a light, loose covering for the head or neck.

Write the story of **The Gray Swan** in answer to the following questions: What two persons met? What did the woman ask? How did the sailor feel? What did he pretend? How did she describe her boy? What effect had this on the sailor? How long did he say it was since the "Gray Swan" set sail? How did he say he knew? What did he see her throw to Elihu? When he found out that she was not angry because Elihu had not written to her, what did he show her? Who was the sailor? Why did she call him her *dead*, her *living* child?



VIII.—A BAD FOUNDATION.

Pronounce distinctly:—

un fin' ished
wound' ing
ev' i dent ly

stu' di ous
qui' et
prob' lems

temp ta' tion
char' ac ter
struct' ure

1. Passing along the street the other day, I saw a crowd collected around an unfinished building. I stopped, and soon learned that the side wall of the house had fallen, killing two men and wounding several others. The questions passed from lip to lip, "How was it?" "Why did it fall?" "Who is to blame?" "The cause is plain enough," said a man, evidently a builder, pointing to the base of the building; "it had a *bad foundation*—too weak by half for such a wall."

2. I passed round to the front; it was tall and stately, of beautiful red brick, with white marble copings and ornaments—altogether a fair and noble house, and, but for the terrible gap, pleasant to look upon. With a sad heart I went on my way, thinking what a serious thing it is to lay "a bad foundation;" and yet how many every day are doing it one way or another.

3. The school-boy who is studious and quiet only when the teacher's eye is upon him; who will get the answers to his problems by the "key," or from another boy's slate, instead of working them out himself; who will break rules whenever he can do so without being punished, is laying "a bad foundation."

1. For suitable words substitute *incomplete*, *discovered*, *queries*, *one to another*, *reason*, *certainly*, and *not strong enough*.

2. Name and give the other degrees of all the adjectives.

3. Give other forms of expression for **studious and quiet**, **teacher's eye**, and **working them out himself**. What is the subject to **is laying**?

4. The girl who is careless and untidy as to her dress; who is in too much haste to set her room in order, neatly and thoroughly, is laying "a bad foundation;" and the boy who is tempted on a bright day to take a walk, a ride, or a sail, instead of going to school, and who yields to the temptation, is laying "a bad foundation."

5. He who turns over for another little nap after he is called in the morning; who thinks "it will do just as well to-morrow," when there is anything unpleasant to be done, forgetting that to-morrow never comes, is laying "a bad foundation."

6. The young man who takes just one glass of intoxicating liquor, because he thinks it looks manly to do so, should bear in mind that all those persons who have been ruined owing to their love for strong drink, began this very same way, seemingly not being aware that they were laying for themselves a wretchedly "bad foundation."

7. All boys and girls are *builders*, and *character* is the structure they are rearing. There are thousands who make sad mistakes: idleness, delay, want of resolution, dishonesty in small things, drinking, gambling, falsehood, theft—these are all laid in the foundation.

8. Little builders! lay the foundation firm and sure and strong. Look well to the weak places; make them secure. Learn to think. Dare to do right, and let those laugh who win.

4. Explain **untidy**, **thoroughly**, and **temptation**.

5. Repeat any proverb that teaches the same lesson as is taught in this paragraph.

6. Use other words or expressions that have the same meanings as **intoxicating**, **ruined**, and **being aware**.

7. Give two meanings for **rearing**; define **structure**, **dishonesty**, and **falsehood**.

8. Omit certain words, and substitute *guard*, and *don't be afraid*.

copings; capping or wall coverings.

problems; questions to be solved or answered.

character; qualities distinguishing one person from another.

want of resolution; want of firmness.

gambling; playing games of chance for money.

fatal; deadly, destructive.

secure; safe, strong.

Write complete statements containing the following subjects: **a bad foundation**; **copings and ornaments**; **the answers to his problems**; **careless and untidy girls**; **builders**; and **weak places**.

Add subjects to the following predicates: **Is too weak**. **Were not strong enough**. **Copies his answers**. Use the "key" to get their answers. **Dare to do right**.





IX.—THE GRAVES OF A HOUSEHOLD.

Pronounce distinctly:—

sev'ered
south'ern (*outh like oth*
in *mother*)

myr'tle
I tal'ian (*It*)

par'ent (*pair*)
hearth (*harth*)

1. They grew in beauty, side by side,
They filled one home with glee—
Their graves are severed far and wide,
By mount, and stream, and sea!
2. The same fond mother bent at night
O'er each fair sleeping brow;
She had each folded flower in sight—
Where are those dreamers now?

-
1. To whom does **they** refer? Name some other words for **graves**.
 2. Point out three forms of expression that refer to children.

3. One, 'midst the forests of the West,*
By a dark stream is laid,—
The Indian knows his place of rest,
Far in the cedar shade.
4. The sea, the blue lone sea, hath one,—
He lies where pearls lie deep:
He was the loved of all, yet none
O'er his low bed may weep.
5. One sleeps where southern vines are dressed
Above the noble slain:
He wrapped his colors round his breast,
On a blood-red field of Spain.
6. And one—o'er her the myrtle showers
Its leaves, by soft winds fanned;
She faded 'midst Italian flowers,—
The last of that bright band.
7. And, parted thus, they rest who played
Beneath the same green tree;
Whose voices mingled as they prayed
Around one parent knee!

-
3. What continent is here referred to?
 4. Mention other names by which the **sea** is known.
 5. What was this son engaged in when he died? Explain the third line.
 6. Describe the situation of the country in which this sister died.
 7. What word already used means the same as **parted**? Explain **parent knee**.
-

* A brother of the writer of this poem lies buried at Kingston, Ontario.

8. They that with smiles lit up the hall,
 And cheered with song the hearth—
 Alas for love, if thou wert all,
 And nought beyond, O earth!

MRS. HEMANS.

8. Rearrange the words of the first two lines. For what noun does **thou** stand? Give the present tense of **lit** and of **wert**.

severed; separated.

dressed; cultivated.

blood-red field; a battle field.

myrtle; a beautiful evergreen tree

that grows in the south of Eu-

rope.

Form and write questions from the statements made in verses 1 to 5, thus: *Did they grow in beauty, side by side?*

Select five verbs that have objects, and five that have none.

X.—USEFUL HINTS.

Pronounce distinctly:—

care' less

ac' ci dent

sud' den ly

ner' vous

ex haust'

car' riage (*rij*)

vi' o lent ly

per spir' ing

in ju' ri ous

tem' per a ture

de sir' a ble (*zire*)

pre cise' ly

un con' scious (*shus*)

at tempt'

de spatched'

1. Almost all young people are fond of the sea, the river, or the lake. They love to wander along the shore, and to pick up the beautiful shells and pebbles that lie scattered on the beach; but most of all do they like to get into a boat, and have a pull at the oars. Boys are often very careless in handling a boat, and not a summer passes without some accident involving loss of life.

1. Form compound nouns by adding other words to **sea**, **river**, **lake**, **shore**, **shell**, **boat**, and **summer**.

2. Nothing is more common than for boys to rock a boat, or to crowd to one side of it, until the edge is almost on a level with the water. This is very dangerous, because if a wave should come suddenly upon them, or if the boat be rocked a little too far, it may take in water, and ultimately be swamped.

3. Some boys and girls are exceedingly timid and nervous, and, should the boat give the slightest lurch, they spring to their feet or jump to the opposite side. This is very foolish; because the lower down you are, especially if the boat is a small one, the less danger there is of it capsizing. In all such cases, the safest plan is to sit still, or to lie down in the bottom of the boat.

4. Should you happen to fall through the ice when sliding or skating, do not begin to flounder wildly about. This can only exhaust your strength and increase your danger. Try to keep your head above water until help reaches you. By laying your hands *gently* on the surrounding ice you will almost always be able to support yourself; whereas, if you rush excitedly to seize the ice, you will surely break it, and thus, perhaps, destroy the only means you have of keeping yourself from sinking.

5. Never leave a railway coach or a street car when it is in motion. When it is moving, you are moving with it, and, if you jump out, you are almost certain to fall, because your feet have been brought to a stop suddenly, while the upper portion of your body continues to move forward. If you *must* leave a carriage when it is in

2. Give as many meanings as you know for each of the following: **common, rock, crowd, and swamp.**

3. Name the adjectives and tell what nouns they qualify.

4. Point out all the words that contain diphthongs.

5. Use *Do not at any time, for the reason that, and get out of* instead of single words that have similar meanings.

motion, the safer plan is to jump in the direction in which the carriage is travelling, rather than to jump either straight out, or backwards.

6. You may have seen a rider in a circus vaulting through a hoop, from the back of a horse at full gallop. He always seems to leap straight up, and yet he comes down quite safely on the horse's back. The reason is, that his body partakes of the horse's forward motion, and, were he to leap in the same direction, he would fall in front of the horse. So, while you are on a train, your body partakes of the motion of the carriage, and, if you leap forward, you will come to the ground much more safely than if you leap backward.

7. If you are greatly heated with either play or work, take care not to let the body cool too quickly; for, in that case, the blood may be thrown violently back into the heart, and thus cause illness. Neither should you bathe when the body has been much heated, as the sudden change on going into the water is apt to be very hurtful.

8. For the same reason you ought not to drink greedily of very cold water when you feel over-heated; neither should you throw off any of your clothes, for the sake of comfort, when you are perspiring freely. It is also injurious to sit where there is a draught of air, for the purpose of getting "cooled off." Sudden changes in temperature bring on chills and colds, which often require the doctor's aid.

9. If you are frost-bitten, don't run to the fire-place

6. Define **vaulting**, **partakes**, and **direction**.

7. Omit certain words, and substitute *should you be*, *be careful*, *cause*, *rapid*, and *likely*.

8. Name three words containing different diphthongs each having the long sound of **e**.

or the stove, as the heat will, in a few moments, cause intense pain, and perhaps be the means of maiming or disfiguring you for life. What you *should* do is to rub the frozen part with some snow, or even with a piece of ice—this will assist in restoring the circulation and in bringing the injured part back to health and comfort.

10. Should you happen to be near any one who is seized with a fit, or who is lying in an unconscious state owing to some injury, don't attempt to make him sit up. See that he is lying in an easy position; bathe his head and hands with cold water, after loosening the clothing about his neck and chest; and prevent people from crowding round him—the poor fellow will need all the fresh air he can get. In the meantime some one ought to be despatched for the nearest doctor. In all cases of emergency try to keep cool and collected.

9. Explain **frost-bitten**, **maiming**, **disfiguring**, and **restoring**.

10. Name the verbs. Point out three of them that have objects.

involving ; causing, bringing about.	restoring the circulation ; putting
ultimately ; at last, in the end.	the blood again in motion.
swamped ; sunk, upset.	unconscious ; insensible.
exhaust ; take away.	despatched ; sent.
violently ; forcibly, powerfully.	emergency ; any unlooked-for
temperature ; the degree of heat	event that must be attended to
or cold.	at once.
intense ; severe.	collected ; calm, self-possessed.

Write the following, and supply words to fill the blanks so as to make good sense: Boys and girls fond of along river-banks and sea- . They also to sail in boats. Silly children misbehave in boats. This conduct sometimes causes the of life. Never out of a railway car before it . Don't try to yourselves too rapidly when you are . Neither should you heartily of cold water when you feel . If your fingers or toes are with frost, them with snow. When you find any one lying in an insensible give him plenty of and loosen his .

XI.—THE COLD-WATER MAN.

(A BALLAD.)

Pronounce distinctly :—

sci' ence

ex cept' (not *except*)

as pired'

sed' en ta ry

con ven' ient

gudg' eon (*un*)

ver' diet

ex act' (*egz*)

prom' ise

1. It was an honest fisherman,
I knew him passing well,—
And he lived by a little pond,
Within a little dell.
2. A grave and quiet man was he,
Who loved his hook and rod ;
So even ran his line of life,
His neighbors thought it odd.
3. For science and for books, he said,
He never had a wish,—
No school for him was worth a fig,
Except a school of fish.
4. He ne'er aspired to rank or wealth,
Nor cared about a name,—
For though much famed for fish was he,
He never fished for fame.
5. A cunning fisherman was he ;
His angles all were right ;
The smallest nibble at his bait
Was sure to prove " a bite ! "

6. All day this fisherman would sit,
 Upon an ancient log
 And gaze into the water, like
 Some sedentary frog.
7. With all the seeming innocence
 And that unconscious look,
 That other people often wear
 When they intend to "hook!"
8. To charm the fish he never spoke,
 Although his voice was fine ;
 He found the most convenient way
 Was just to drop a line.
9. And many a gudgeon of the pond,
 If it could speak to-day,
 Would own with grief this angler had
 A mighty taking way.
10. Alas ! one day this fisherman
 Had taken too much grog,
 And being but a landsman, too,
 He couldn't "keep the log."
11. 'Twas all in vain, with might and main,
 He strove to reach the shore ;
 Down—down he went to feed the fish
 He'd baited oft before
12. The jury gave their verdict that
 'Twas nothing else but gin
 Had caused the fisherman to be
 So sadly taken in.

- 13 Though one stood out upon a whim
 And said the angler's slaughter,
 To be exact about the fact,
 Was, clearly, gin-and-water.
- 14 The moral of this mournful tale,
 To all is plain and clear,
 That drinking habits bring a man
 Too often to his bier.
15. And he who scorns to "take the pledge,"
 And keep the promise fast,
 May be, in spite of fate, a *stiff*
Cold-water man, at last!

J. G. SAXE.

ballad; light poem, tale in
 verse.

del; vale, hollow.

aspired to; tried to reach, aimed
 at.

sedentary; given to sitting; slug-
 gish.

unconscious; as if not thinking
 about anything, simple-looking.

gudgeon; a small and easily
 caught fish.

verdict; judgment, opinion.

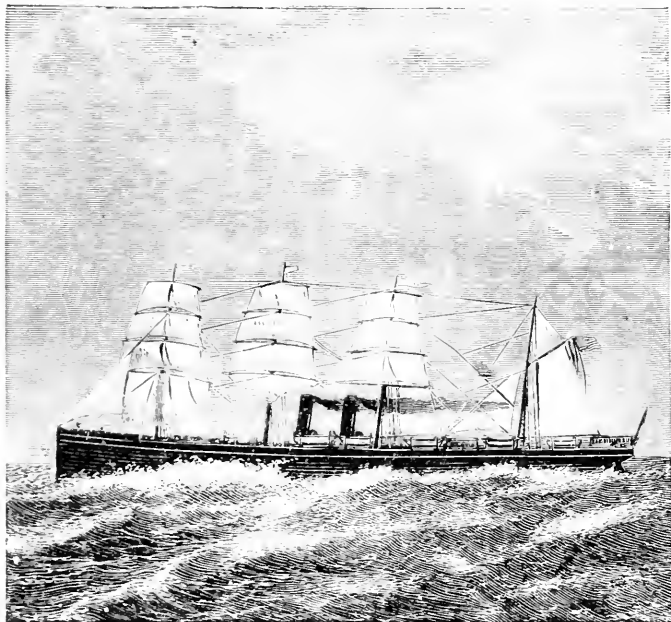
whim; a silly notion.

moral; lesson.

☞ Involving, as this lesson does, the use of some puns, teachers will find it admirably adapted for calling the attention of pupils to the variety of meanings that many words and phrases possess. Amusement as well as instruction may be gleaned from a comparison of the obvious with the hidden meanings.

Copy the following questions and write full answers to them: What is a ballad? What is this ballad called? About whom is it written? Where did he live? What was his disposition? What was he fond of? For what did he care nothing? What sort of school was his delight? For what did he never fish? How long and upon what would he sit? How did he look when seated? What might many of the fish say if they could speak? Why did the fisherman one day find it hard to keep his seat? How did his fall end? What is a jury? What was their opinion? How did one of them differ from the others? What is the lesson to be learned from this "mournful tale"?

Re-write the answers without the questions, so as to make a connected story.



XII.—WHAT THE BOYS WANTED TO BE.

Pronounce distinctly:—

Hal' i fax	Sar din' ian	bu' reau (<i>bu ro</i>)
Mont re al' (<i>awl</i>)	Sar ma' ti an	glo' ri ous
Ed' in burgh (<i>burrah</i>)	Cir cas' si an	anch' ors (<i>ank</i>)
Par is' ian (<i>yan</i>)	car' pen ter	en' gines (<i>jinnz</i>)

1. One Saturday afternoon, a number of boys, near St. Catharines, having had a happy time playing lacrosse and other games, sat down to rest themselves under the shade of a large maple. Here they talked for a while

1. Where is St. Catharines? Define exclaimed and agreed.

about different things, until at last one of them, named Wilmot, exclaimed, "I say, boys, let's tell one another what we want to be when we are men; and, if you like, I'll begin. Are you agreed?"

2. They all thought this would be capital, and told Wilmot to go ahead, which he did by saying, "Well, I would like to be captain of an Allan ocean steamer, because I could then be in this country and the Old Country, time about, every month. In the winter season, you know, I would sail from Halifax, and during summer I would leave Montreal and Quebec. When in Liverpool, I would have a chance now and again to go and see London, or Edinburgh, or any other place I might wish to visit, and I am sure that would be splendid."

3. "Yes," said a little chap, named James Frankland, "but what would you do if you were sea-sick, or if you were in an awful storm, and the steamer got wrecked?"

4. Every one laughed at this, except Wilmot, who said he didn't believe he could be made sea-sick, and he was quite sure that ships like the "Parisian," "Sardinian," "Sarmatian," or "Circassian" would be able to face the worst storm that ever blew.

5. Turning to Edgar, he said, "Come, now, it's your turn." As Edgar always carried one or two jack-knives, and a brad-awl, nobody was a bit surprised when he declared he intended to be a carpenter. "When I have served my time," he said, "I shall have a first-rate chest of tools—hand-saw, rip-saw, tenon-saw, square, rule, tape-

2. Why do Canadian ocean steamers not sail from the same port all the year round? Describe the situation of all the cities mentioned.

3. Transpose this paragraph, beginning with the boy's name.

4. What do **Parisian**, **Sardinian**, **Sarmatian**, and **Circassian** mean when applied to persons? Express to face in other words.

5. Name all the compound words. Describe the uses of the tools.

line, jack-plane, smoothing-plane, rabbet-plane, braces, bits, augers, nails, tacks, and a glue-pot."

6. "Won't you have a brad-awl, too?" chirped sly little James. "Of course," growled Edgar, "and then won't I be able to make all sorts of things? First I mean to make a bureau for mother, then a lounge for father, and perhaps a book-case. Next I shall make a settee for Uncle Hugh, and I can't tell you what all besides for lots of people. I think a carpenter is the happiest man alive."

7. "No, he isn't," bawled Ernest, "the blacksmith's the man—that's what I'm going to be. Isn't it glorious to be working at a big fire, and to pull out of it a piece of red-hot iron, and pound away on the anvil, with the sparks flying all round? Oh, isn't it, though? Sometimes, too, blacksmiths use steam-hammers when they are making engines and large anchors—that's the time to see fun. Hurrah for the blacksmith! He's the boy to 'iron off' hand sleighs, and to make skates! Who would be a carpenter?"

8. I don't think I should like to be either a blacksmith or a carpenter," said Willie; "I intend to be a shoemaker. I suppose that is because I am not very strong, and you know shoemakers sit all day. Besides I have read of a great many of them who became famous men. I suppose you, boys, know about them yourselves just as well as I do; but if you don't, I tell you what it is, the sooner you read the 'Lives of Celebrated Shoemakers,' the better."

6. Use another word in place of **mean**. Point out a word containing a triphthong.

7. Distinguish *pull* from *pool*; *piece* from *peace*; and *anchors* from *ankers*. What is meant by "iron off"?

8. Give the reason for the use of all the capitals

9. Wilmot looked round the group to see who was going to speak next, but as nobody appeared to be ready, he pitched upon a stout little chap, with fair, curly hair, and blue eyes, and asked him to tell what he liked best to be.

10. "Well," said Angus, "I dare say it's all right for some people to learn trades, but I would like to be something that isn't a trade. I am very fond of horses, and cows, and sheep, and I love to see things growing in the fields, so I have made up my mind to be a farmer. When I am on my own land, I shall help to make up a cargo for Wilmot's Allan Liner, or sell my stuff to Edgar, and Ernest, and Willie, because you see they can't eat chips, or bits of iron, or pieces of leather. The world would soon come to an end if there were no farmers."

9. Name and spell the other degrees of **stout**, **little**, **curly**, and **blue**. Give two meanings each for **see**, **chap**, and **fair**. How is **chap** pronounced when it means the jaw?

10. Give one word for **made up my mind**. Spell **it's**, **isn't**, and **can't** in full. Spell the plural of **cargo**.

Old Country ; any part of Europe ;	awful ; terrible, fearful. This word
here it means Great Britain.	is often improperly used in such
pitched upon ; chose.	expressions as "awful pretty,"
	"awful nice."

Make a list of all the proper nouns, and compose a sentence about each of them.

Write another noun after each proper noun, so as to show possession. thus: *Saturday's excursion. Wilmot's school-bag.*

XIII.—WHAT THE BOYS WANTED TO BE.

CONCLUDED.

Pronounce distinctly:—

har' rows	nec' es sa ry	live' li hood
mow' ers	mu' tu al ly	fu' ture
ac' ci dents	ex' cel lent	al though' (<i>th</i> hard)
loath (<i>like both</i>)	par tic' u lar	me chan' ics
oc cu pa' tion	law' yers	pro fes' sion al

1. "Oh! you think so, do you?" queried Ernest, "but how much farming would there be done, without some one to make ploughs, harrows, reapers, mowers, scythes, and axes, eh?"

2. "And what about dwelling-houses, barns, stables, mangers, stalls, bins, waggon, wheel-barrows, gates, and a thousand other things that some sort of carpenter must make?" said Edgar.

3. "Yes," exclaimed Willie, "and a pretty looking sight the farmer, and his wife, and all the children would be going barefoot, summer and winter!"

4. "Hold on, boys!" said Wilmot, in a rather loud tone, "Fred and Daniel have to speak yet. Come, Fred."

Fred seemed loath to say anything, but at length managed to make them understand that as sickness and accidents were likely to occur in every occupation, and

1. Which of the articles named here are usually called machines? In what sense are they all machines?

2. State the uses of **mangers, stalls, bins, and gates.**

3. Why does the mark of exclamation follow this paragraph?

4. Substitute words for **length, understand, occur, and understood.**

as it was necessary in such cases to have persons who understood all about the human body, he intended to be a doctor.

5. Daniel had just finished informing his companions that he didn't care a cent what he was, so long as he had plenty of money to spend, when all of them feeling refreshed, had begun to think of having another romp before going home. You may imagine how surprised they were, therefore, to see, rising from behind a stout old beech, only a few yards off,—whom do you think? Why, nobody but Mr. Borland, the teacher.

6. He came up to them with a smile, and said, "I needn't tell you I have heard every word that has passed since you sat down beneath this tree, and I can't express to you how pleased I am to know that not one of you said a bad word the whole time, as too many boys do when they think they are by themselves. Certainly, if I had thought that I ought not to hear your conversation, I should have taken some means of letting you know where I was; otherwise it would have been very wrong for me to listen, because even boys have secrets. I hope no one is angry because I have been a listener."

7. "I'm not," said Ernest, "nor I," said Willie, "nor I," "nor I," said all the rest but Daniel, and he said, "nor *me*."

"That being the case, then," continued Mr. Borland, "I shall sit down here beside you and tell you my opinion about your talk. I think most of you have chosen very well, and given excellent reasons for your choice; but as

5. Explain **refreshed**. Distinguish **cent** from *sent* and *scent*; and **beech** from *beach*.

6. Point out the silent letters in **pleased**, **thought**, **wrong**, and **listener**.

7. Which of the boys replied ungrammatically? State your reason.

I am older than you, perhaps I can settle the difficulty as to whether one or other occupation would be the best.

8. "The fact of the matter is that every honest calling is proper, and one is just as necessary as another. It is folly for any class of men to say that we can do altogether without a certain other class. In reality we are mutually dependent. It is true, we would be a helpless lot without the farmer, but so should we be if we had no tradesmen.

9. "Each of us forms a part of one great whole, just as it takes eyes, ears, nose, mouth, arms, legs, heart, lungs, and many other organs to make a complete body. Just so much, or so many, of these are wanted, and no more. So it is in life. We should be careful not to overstock any particular class. If we were all doctors, or lawyers, or blacksmiths, or printers, what a funny world it would be! Why, you can hardly imagine such a thing.

10. "I am pleased then to know that none of you seem afraid of work, except my friend Daniel here, because you must bear in mind that labor has to be performed, and hard labor, too, in every position where one earns a livelihood. Remember, too, that the future of our beloved Dominion depends largely upon you and such as you, who, although now only boys, will in a few years be the farmers, mechanics, manufacturers and professional men of Canada. Good-bye, boys."

8. Select four words of four syllables three of three syllables, and two of two syllables.

9. In the words **doctor**, **lawyer**, **blacksmith**, and **printer**, point out the syllables that mean *one who*.

10. What is meant by the future of our beloved Dominion? Explain **professional men**,

queried; asked.
loath; unwilling.

are mutually dependent; have to
look to one another for assist-
ance.

Compose sentences having each of the nouns in the first paragraph as the subject.

Write any two of these as one sentence, joining them by means of **and** or **but**.

Compose sentences having each of the nouns in the second paragraph as the object.

Write these by pairs, using the word **and** or **but**.

XIV.—A BRIGHT BOY.

Pronounce distinctly:—

cheer' i ly
wel' kin
foun' tains
crick' et

vic' to ry
con' quered (*kong*)
tri um' phant
ped' ants

bast' ions
A chil' les (*A kil'lecz*)
goad' ed
maid' en

- | | |
|---|--|
| <p>1. Bill is a bright boy;
Do you know Bill?
Marching cheerily
Up and down hill;
Bill is a bright boy
At books and at play,
A right and a tight boy,
All the boys say.</p> | <p>When cloudless the
noon;
His step is like fountains,
That bicker with glee,
Beneath the green moun-
tains,
Down to the sea.</p> |
| <p>2. His face is like roses
In flush of the June;
His eyes like the welkin,</p> | <p>3. When Bill plays at cricket,
No ball on the green
Is shot from the wicket
So sharp and so clean;</p> |

1. Point out all the words containing silent letters, and the words that contain diphthongs.

2. What is the color of his eyes? Explain **His step is like foun-
tains**.

- | | |
|---|--|
| <p>He stands at his station
 As strong as a king
 When he lifts up a nation
 On Victory's wing.</p> <p>4. When bent upon study,
 He girds to his books;
 No frown ever ploughs
 The smooth pride of
 his looks;
 I came and I saw
 And I conquered at will:
 This be the law,
 For great Cæsar* and
 Bill.</p> <p>5. Like Thor with the ham-
 mer
 Of power in his hand,
 He rides through the
 grammar
 Triumphant and grand;
 O'er bastions of brambles
 Which pedants up-pile,</p> | <p>He leaps and he ambles
 Along with a smile.</p> <p>6. As mild as a maiden
 Where mildness be-
 longs,
 He's hot as Achilles
 When goaded by
 wrongs;
 He flirts with a danger,
 He sports with an ill,
 To fear, such a stranger
 Is brave-hearted Bill!</p> <p>7. For Bill is a bright boy—
 Who is like Bill?
 Oft have I marched with
 him
 Up and down hill.
 When I hear his voice
 calling,
 I follow him still,
 And, standing or falling,
 I conquer with Bill!</p> <p>PROF. J. S. BLACKIE.</p> |
|---|--|

3. Why does **Victory's** begin with a capital? To whom does the word **he** refer in the line **When he lifts up a nation**?

4. Tell the difference between **study** and **steady**. Explain the third and fourth lines. What word is understood before **This be the law**?

5. What day derives its name from **Thor**? Read the lines of the verse in a different order, making good sense.

6. Explain **Where mildness belongs**. Supply one word for **brave-hearted**. Compare **flirts** and **sports**. Transpose the words of the last four lines, beginning with **brave-hearted Bill**.

7. Name the nouns, adjectives, and verbs.

* The teacher should explain the connection of Cæsar's name with this rendering of the phrase "I came, I saw, I conquered."

right and tight; straightforward and fair-dealing.	Thor; god of thunder.
flush; bloom.	triumphant; joyful over success.
welkin; the sky.	bastions; forts.
bicker with glee; flow with a cheery sound.	pedants; those who make a dis- play of their learning.
station; place.	goaded; forced, compelled.
girds; braces himself.	Achilles; an ancient Greek com- mander.

The following statements are arranged in pairs; form each pair into a simple sentence, thus: Bill is a bright boy; Bill is an honest boy; Bill is a bright, honest boy. He is a straightforward boy; He is a studious boy; He is a straightforward, studious boy.

He plays at cricket; he plays at lacrosse.

Bill's step is light; Bill's step is active.

Thor was a powerful god; Thor was a Saxon god.

Cæsar was a celebrated commander; Cæsar was a Roman commander.

Professor Blackie is a writer; Professor Blackie is well known.

Form compound nouns by adding words to **book, eye, step, station, plough, power, and grand.**

XV.—“I HAVE NO CHANCE.”

Pronounce distinctly:—

mu' ti nous (<i>nuss</i>)	vac ci na' tion (<i>vak si</i>)	scep' tre (<i>scpter</i>)
con' ti nent	mea' gre (<i>gr</i>)	wield' ed (<i>weeld</i>)
in' dus try	ac' cu rate ly	in vin' ci ble
peas' ant (<i>pczz</i>)	Lan ca shire	e lec tric' i ty

1. Don't say that, young man. You have five chances on each hand, and you have a great many in your head. Chances, plenty of them, fall under our eyes, if we have only eyes to see them, and hands to pick them up.

2. The falling of an apple was the opportunity for Newton to solve the secret of the heavens.

1. Give at least two meanings each for **hand, head, fall, and pick.**
2. Explain **solve the secret of the heavens, and uttering mutinous threats.**

A floating sea-weed, drifting by the vessel when the crew were uttering mutinous threats, was the chance seized upon by Columbus to pacify his men, and to inspire them with the promise of a new continent and a new world of enterprise.

3. The picking up of a pin in a street of Paris by a poor boy, as he was going from a great bank, saddened at the denial of his application for a place, was the foundation of the success and prosperity of one of the greatest bankers of the queen city of the world.* That simple act was observed from the window, the lad was brought back, and the refusal recalled at the same moment. Industry, patience, and honesty did the rest.

4. A chance remark from a peasant girl, in an obscure country district, falling upon the ear of the young, observing thinker, Dr. Jenner, gave vaccination to the world, and saves hundreds of lives annually.†

5. A pewter plate founded the Peel family. Robert, in the poor country about Blackburn, seeing a large family growing up about him, felt that some source of income must be added to the meagre products of his little farm. He quietly conducted experiments in calico printing in his own home. One day, thoughtfully handling a pewter plate, from which one of the children had just dined, he sketched upon its smooth surface the

3. What do you understand by the expression **queen city of the world?** How would you rank the city of London, England?

4. What is meant by **chance remark, falling upon the ear, observing thinker, and annually?**

5. Substitute *unfruitful, carried on, drew, highly pleased, and exactly* for other words that have similar meanings.

* Jacques Laffitte, a celebrated banker and statesman of Paris.

† Dr. Jenner was studying his profession at Sudbury, near Bristol, in England, when a young woman came to seek advice. The subject of small-pox being mentioned in her presence, she observed, "I cannot take that disease, for I have had cow-pox." This remark led to the discovery of vaccination.

outline of a parsley leaf, and filling this with coloring matter, he was delighted to find that the impression could be accurately conveyed to the surface of cotton cloth.

6. Here was the first suggestion towards calico printing from metal rollers. The "parsley leaf" on the pewter plate opened up a world of industry to Lancashire; and Sir Robert Peel, to this day, is called, in the neighborhood of Blackburn, "Parsley Peel."

7. Richard Arkwright, a poor barber, with no knowledge of letters, and living in a hovel during his childhood, gave his successful spinning model to the world, and put a sceptre in Britain's right hand such as no King or Queen ever wielded.

A jumping tea-kettle lid is said to have put the idea of steam-power into the head of the boy who gave us the great giant of modern industry.

8. A kite and a key, in Franklin's hands, were the grandparents of the electric telegraph, which was invented by Professor Wheatstone.

From simple experiments, made with cheap materials, Edison has been able to invent many wonderful and extremely useful methods of using electricity.

9. The action of a pair of scissors suggested to the Rev. Mr. Bell, of Fergus, Ontario, the idea of a reaping-machine, and from the model originally constructed by him, have been perfected those remarkable pieces of workmanship which one may see on almost every farm in the

6. Explain **suggestion**. Tell where Lancashire is situated. Name the two largest cities, and tell what they are noted for.

7. What was the boy's name? Give two other words meaning the same as **hovel**. Explain **giant of modern industry**.

8. Name the subjects of the verbs **were**, **invented**, **made**, and **has been**.

9. Define **suggested**, **perfected**, **remarkable**, and **increase**. Give one word for pieces of **workmanship**.

Dominion, and which have aided so largely in the saving of labor, as well as in the increase of the world's wealth.

10. Don't say you have no chance, young man! You have better chances than the world's greatest and best men ever enjoyed. "Men uniformly overrate riches and underrate their own strength; the former will do far less than we suppose, and the latter far more."

11. "The longer I live," says one of earth's noble sons, "the more I am certain that the great difference between men, between the feeble and the powerful, the great and the insignificant, is energy—invincible determination—a purpose once fixed, and then—'death or victory!'" That quality will do anything that can be done in this world; and no talents, no circumstances, no opportunities will be worth much without it.

10. State two reasons why we may know that the first sentence is a quotation. What **quality** is referred to?

enterprise; business undertakings, activity.

a peasant girl; a country girl

obscure; not well known.

vaccination; the putting of matter (from the sores upon the udder of a cow that has cow-pox) under the skin of a human being, so that the matter may mingle with the person's blood. This operation is a protection against small-pox. The matter is often transferred from one person to another.

some source of income; some means of increasing his earnings.

pewter plate; plate made of a mixture of tin and lead, or of tin and zinc.

meagre; scanty.

calico; cotton cloth.

sceptre; a staff borne in the hands of Kings and Queens (on great occasions) as an emblem of power.

put a sceptre; placed a source of power.

originally constructed; first made. **uniformly**; always.

invincible; not to be beaten.

invincible determination; unyielding will.

determination; will, power.

Write a list of the adjectives in the fifth paragraph.

Compose sentences about Sir Isaac Newton, Christopher Columbus, Jacques Laffitte, Dr. Jenner, Sir Robert Peel, Sir Richard Arkwright, James Watt, and Benjamin Franklin. Form these eight sentences into four, using either *and* or *but* to connect them.

Write questions about sea-weed, vaccination, a poor barber, electricity, and a reaping-machine.

XVI.—EARLY OR LATE.

Pronounce distinctly:—

knuc' kles
mul' lein (*lin*)
prac' tice

satch' el
scat' tered
in ter rupt'

fig' ures
hab it' u al ly
punct' u al

1. "Hallo! John, just stop a minute or two for me, and I'll go along with you."

"All right, Robert," said John, "but make haste or we shall be too late."

2. It was a beautiful Wednesday morning, and as the Middlebrook school was but a short distance away, John got up on the nearest fence, and whistled cheerily, keeping time by rapping his knuckles and heels on the boards, until he was sure he had no more time to spare. He then set off, and got inside of the play-ground just as the bell began to ring.

3. Although a little warm from having run a part of the way, he found himself comfortably seated before the roll was called. But where was Robert? When he went

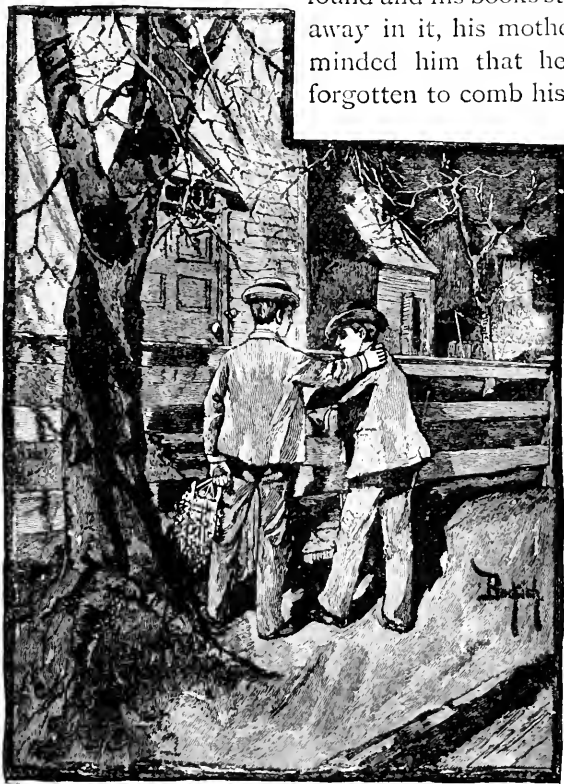
1. For what purpose is the word *hallo* generally used? Employ another expression meaning the same as *all right*.

2. Give the two meanings of time in the first sentence. Distinguish *bell* from *belle*, and *ring* from *wring*.

3. Why is calling the names of scholars from the school register, known as "calling the roll"? In the expressions a *roll* of bread, balls roll, the roll of a drum, and school roll, can you trace any common meaning? Name all the words in the paragraph that contain diphthongs.

into the house after John had told him to make haste, he really did intend to lose no time, but he couldn't find his hat; then his books were scattered, and they had to be collected; next a search was made for his bag; when it was

found and his books stowed away in it, his mother reminded him that he had forgotten to comb his hair.



4. This operation took only a short time but he had to spend nearly two minutes looking for the comb before he remembered having placed it on the bureau. At last he was ready; out he went in no very good humor, and

knowing he was late at any rate, he made no attempt to gain time. On his way he kicked savagely at every mullein stalk he passed, swung his satchel against the shade trees, threw stones at the birds, and, in fact, showed, by every action, that he was in anything but a happy frame of mind. He arrived at school nearly fifteen minutes behind time. When he opened the door, at least forty-five pairs of eyes took a peep to see who was coming in. This occupied not less than ten seconds.

5. Then Mr. Sanderson, the teacher, who felt annoyed, called him up and said, "Robert, don't you think you might get here a little earlier than you generally do, eh? This is the fifth time during the week—once every morning, and twice after dinner. You must surely see yourself how wrong this is. You interrupt our work, and distract the attention of the scholars. But that is not all—you are confirming yourself in a bad habit. Every time you are late you will feel less and less ashamed, until by-and-bye the matter will give you no concern whatever. I do wish you could manage to get here before the school opens." By this time Robert was looking very sheepish, and had hard work to keep from crying. The teacher saw this, and allowed him to take his seat.

6. Turning to the school, however, with a very serious air, the teacher continued: "Boys and girls, I am always grieved to see any one habitually behind time. I wish you all to grow up first-rate men and women in every

4. Employ one word for **at any rate**, and two words for a **happy frame of mind**. Explain operation. Point out a triphthong. How many times *five* make **forty-five pairs**?

5. Supply the words understood between **time** and **during**. Give another word for **allowed**. Explain **generally**, **attention**, and **confirming**.

6. What is the difference between the uses of **practice** and *practise*? Substitute a word for **time** in the last sentence.

respect, and it is almost impossible for you to do so if you are not punctual. People who make a practice of being late, lose not only much of their own time, but a good deal of other people's. I have no wish to say more to Robert just at present, but I must refer to him to show you what I mean. Jessie, what time was it when Robert came in?"

7. "A quarter past nine, sir."

"Quite right. Now, reduce a quarter of an hour to minutes, and place the number on your slates. This is done. Well, you all looked up for a few seconds, say ten, to see him come in, and there are forty-five scholars here this morning besides Robert; now, how many seconds for the whole room, James?"

"Four hundred and fifty seconds, sir."

8. "I see your hand up yet, Henry; don't you think James has given the correct answer?"

"I think it ought to be four hundred and sixty, because Robert lost ten seconds himself."

"That's very true, Henry, and we shall take your figures for it—four hundred and sixty."

9. Just as the scholars were putting this number down, Olive Snyder's sweet little voice piped out: "Please, sir, you lost ten seconds too." This amused the scholars somewhat, and all wondered why *they* had not thought of the teacher; so at last it was agreed to put down four hundred and seventy.

10. "But," said Mr. Sanderson, "we are not yet done."

7. Give the words that are understood before **A quarter past nine**, **sir**, and **Quite right**. Name all the verbs and adjectives.

8. Use other words for **yet** and **correct**. Explain the use of the apostrophe in **don't** and **that's**.

9. Employ a dissyllable, that is, a word of two syllables, in place of **too**. What does **somewhat** mean? Why is **they** printed in italics?

All this talk would have been unnecessary if nobody had been late; it is thirteen minutes since I began to speak to Robert, so you must add forty-seven times thirteen minutes to the number of minutes you have down on your slates. Think about it, and tell me to-morrow morning how much of the time thus spent has been truly lost."

10. Read **All this talk would have been unnecessary if nobody had been late**, in such a way as to omit **if**, without using another word in its place.

the case ; the way the matter stood.	distract ; draw away.
bureau ; chest of drawers.	will give you no concern ; will cause you no trouble or care.
mullein stalk ; stalk of a common, coarse way-side weed.	serious air ; solemn or earnest manner.
annoyed ; vexed.	habitually ; commonly, usually.
interrupt ; break in upon.	piped out ; sounded clearly.

Connect the following groups of statements so as to make single sentences, using commas where words are omitted, and joining the last statement to the others by means of *and*, thus:

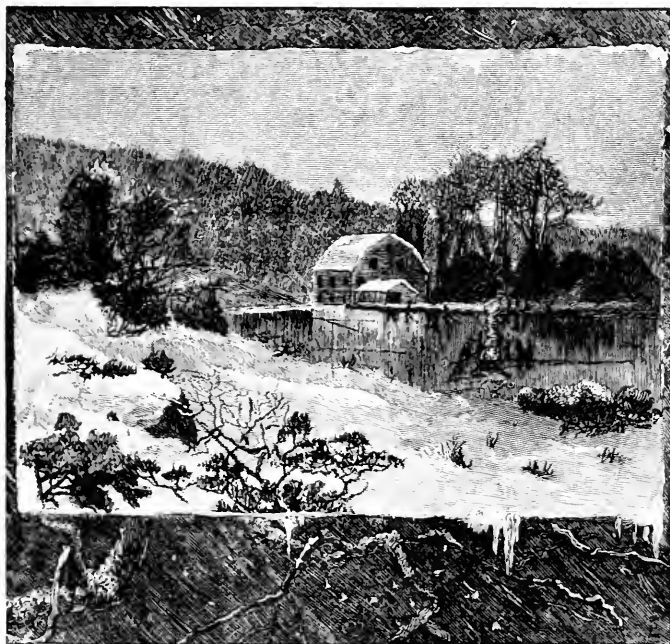
Sir George E. Cartier was a Canadian statesman. Hon. Joseph Howe was a Canadian statesman. Hon. George Brown was a Canadian statesman. Sir Geo. E. Cartier, Hon. Jos. Howe, and Hon. Geo. Brown were Canadian statesmen.

John was a scholar. Robert was a scholar. Nettie was a scholar. Olive was a scholar.

Promptitude is a good quality. Punctuality is a good quality. Regularity is a good quality.

Mr. Sanderson is a teacher. Mr. Roberts is a teacher. Mr. Gibbs is a teacher. I am a teacher. [The plural of Mr. is written Messrs.]

Write sentences containing the following subjects; a beautiful morning, his knuckles and heels, good humor, a mullein stalk, forty-five pairs of eyes, and every morning.



XVII.—THE DAY IS DONE.

Pronounce distinctly:—

a kin'
re sem' bles
cor' ri dors

mar' tial (*shal*)
de void'
mel' o dies

ben e dic' tion
vol' ume
si' lent ly

. The day is done, and the darkness
Falls from the wings of Night,
As a feather is wafted downward
From an eagle in its flight.

1. When anything that has no life is spoken of as if it had, it is said to be personified, and this way of speaking is called *Personification*. Point out an example of it in this verse.

2. I see the lights of the village
Gleam through the rain and mist,
And a feeling of sadness comes o'er me,
That my soul can not resist.
3. A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only,
As the mist resembles rain.
4. Come, read to me some poem,
Some simple and heartfelt lay,
That shall soothe that restless feeling,
And banish the thoughts of day.
5. Not from the grand old masters,
Not from the bards sublime,
Whose distant footsteps echo
Through the corridors of Time.
6. For, like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavor;
And to-night I long for rest.
7. Read from some humbler poet
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start;

2. Spell and give the meanings of two other words having the same sound as **o'er** and **rain**. For what word may *which* be used?

3. Give another word for **akin**. What is **mist**? Explain **resembles**.

4. Explain **lay**, **soothe**, and **banish**.

5. What verb should we understand at the beginning of this verse?

6. Substitute other words for **mighty** and **long**. Explain **suggest**.

7. Supply the verb that is understood in the third line.

8. Who, through long days of labor,
 And nights devoid of ease,
 Still heard in his soul the music
 Of wonderful melodies.

9. Such songs have power to quiet
 The restless pulse of care,
 And come like the benediction
 That follows after prayer.

10. Then read from the treasured volume
 The poem of thy choice,
 And lend to the rhyme of the poet
 The beauty of thy voice.

11. And the night shall be filled with music;
 And the cares, that infest the day,
 Shall fold their tents, like the Arabs,
 And as silently steal away.

LONGFELLOW.

8. Of what verb is **who** the subject? Explain **wonderful melodies**.

9. Name the subject of **come**. Substitute a word for **that**.

10. Spell a word pronounced the same as **rhyme**. Distinguish, by pronunciation, between the second syllables of **volume** and *column*.

11. Who are the Arabs? Tell what is meant by saying **they fold their tents**. Explain **silently steal away**.

wafted; blown gently.

gleam; shine.

resist; keep back.

bards; poets.

echo; sound back, resound.

corridors; long passages in a house; (Time being compared to a large building).

martial; warlike.

devoid of; lacking in, empty of.

pulse; throb, beat.

melodies; sweet sounds.

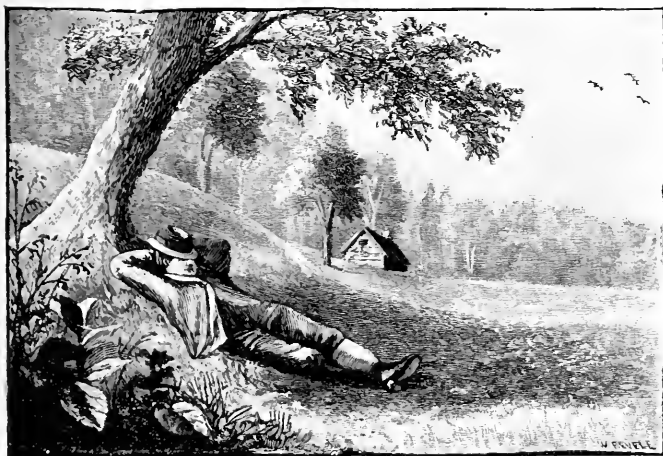
benediction; blessing.

treasured volume; highly valued book.

infest; disturb, trouble.

Write a composition in answer to the following questions: What is the name of this poem? By whom was it written? What does it say about the darkness? What comparison is made? What does the poet see? How does it shine? What feeling comes over him? What does this feeling resemble? What does he ask to have read to him? (Give both names.) From whose works does he not want this read? Why? How does he say this will affect the night? What will happen to the day's cares?





XVIII.—JACK O' DREAMS.

Pronounce distinctly :—

cu' ri ous	chiv' al ric (<i>shiv</i>)	rav' en ous (<i>a short</i>)
drag' ons	guar' di an	de spair'
dif' fi cul ties	en chant' ed	suc cess'
pal' frey	re spect' ed	stat' ues
strewn (<i>strone</i>)	tomb' stone (<i>toom</i>)	ex plored
u ni ver' sal ly	knight-er' rant	ep' i taph

1. There was a boy who had a most curious dream. It was after he had been to school. He dreamt that he was a knight of ancient chivalric times, clad in a suit of shining mail armor, and mounted on a beautiful, prancing white charger.

2. He dreamt that to him the command was given to ride out into the world like a true knight-errant of old, a broad, red cross upon his breast, to set the world to rights,—to fight with seven-headed dragons and all man-

ner of furious monsters; to swim over rivers so broad and so strong that no man had ever been able to cross them before; to scale mountains so high that no one had ever seen their tops; to make his way through vast and tangled forests strewn with dead men's bones, and filled with ravenous wild beasts.

3. Yet over all and every one of these difficulties Jack triumphed like the true knight that he dreamt himself to be. First he had one encounter, then another; but through all he bore a charmed life and carried the palm of victory; for, at the head of his white horse, leading him gently along the way over the roughest paths, and helping Jack in every fight, were two kindly little fairies.

4. One was a beautiful little maiden clad in white, with hanging golden hair, who, in the worst moments, took his horse by the bridle and told him not to despair; for she said "I will lead you, and my name is Good-Fortune." On the other side of him, through all dangers and difficulties, ran or alighted upon his shoulders, a gay, light-hearted little sprite, who cheered him every now and then with a shout or a smile, and sang, in clear, bright voice, "My name is Success, and I'm going with you."

5. "And so," said Jack to himself, awake, but still dreaming, "this will be my life. Nobody knows, except myself, what wonderful things I am going to do. But I shall astonish them all one of these days; in the end the guardian spirits, who wait upon the true knight's career, will place the golden crown of victory upon my head, and lift the cup of glory to my lips; trumpets of fame will blow my praises, and statues will be set up in my honor, and books written about me, and my name

will go down to future ages among those who have been known as the lights of the world."

6. All this, and much more, Jack dreamed ; and the dream was so pleasant and so exciting that it took up nearly all his life to dream it ! He was ever waiting for the white palfrey to be brought to the door for him to mount, and always looking out for the two fairies, lovely Good-Fortune and gay Success ; but until they came it never seemed worth while for him to set out on his knightly quest, and so—as far as Jack's dream is concerned—the seven-headed monsters remained to be killed, the rivers to be forded, the mountains to be scaled, and the enchanted forests to be explored.

7. Jack had many other dreams in the course of his life ; in fact, nothing could cure him of dreaming, and to the end of his days he dreamed first one thing and then another, just as it used to be in the days when he was younger.

8. At one time he dreamt that he was born to be a great author, at another that he was born to be a great statesman, but he never took the first step towards becoming either. He formed plans of various kinds by means of which he felt confident of becoming wealthy and powerful, but all these, like his dreams of authorship and statesmanship, came to nought.

9. Later on in life he dreamt that he was universally respected and admired. Very likely these pleasant notions came into his mind just because he was so simple-minded and had such a high opinion of himself. Perhaps he was highly respected, or perhaps this was only a dream like the rest.

10. When he died, however, it was quite certain that nobody could think of anything he had done

to make him at all remarkable, so all they could in justice put upon his tombstone, in the way of an epitaph, was :—



L. C. SEGUIN.

charger ; a war-horse.

scale ; climb.

ravenous ; greedy for food.

triumphed ; was victorious.

sprite ; a spirit.

guardian ; watchful.

career ; course of life.

statues ; monuments.

palfrey ; saddle-horse.

quest ; search.

enchanted ; inhabited by fairies and other fanciful beings.

explored ; searched through.

epitaph ; words on a tombstone.

ancient chivalric times ; in olden times, when laws were not so good, nor so well carried out as they are now, knights sometimes rode about through the world to help persons in distress. This often led them into disputes with other knights. These times are called the days of chivalry, and the riders were called Knights-errant.

seven-headed dragons ; no such animals ever lived, but long ago people believed that there were creatures of this kind.

charmed life ; it used to be thought that by wearing certain ornaments, or stones, or bits of parchment with strange words written upon them, no harm could happen to the wearer. These were called charms, and the person wearing them was said to lead a *charmed life*.

fairies or sprites ; supposed to be little people who always dressed in green, and had beautiful places to live in underground. It was believed that they could work either good or harm, as they pleased. When God's name was mentioned fairies always ran away.

Questions on the picture. Write full answers:—

Whom do you see lying under the tree? Where are his hands? How is his hat placed? Why? Is it a hard or is it a soft hat? How much of his face can you see? Supposing the time to be after dinner, in what direction is his head lying, judging by the shadows? What kind of tree does it seem to be? How does it stand? Tell what you see in the distance. What may we judge the season to be? Give your reasons.

XIX.—CANADIAN FOREST TREES.

Pronounce distinctly:—

val' u a ble	com' merce	veg' e ta ble
beau' ti fy	re plen' ish ment	u ni ver' sal
drought (<i>drou't</i>)	rev' e nue	fo' li age
ag ri cult' u rist	con' ti nent	vol' ume
e nor' mous	fur' ni ture	de cid' u ous (<i>sid</i>)
sug gest'	or na ment' al	thu' jas

1. The trees of Canada are held in high esteem for their valuable timber, and also because they beautify and adorn the face of the country. They are also valuable as a shelter to farms and orchards from sweeping winds, and owing to their power of attracting rain-clouds they are important to the agriculturist in keeping off drought. Trees serve a highly useful purpose as a shade in our streets and school-grounds, and for the ornamentation of public parks and the grounds of private residences. Their protection should always be a point of honor with schoolboys, for few acts of youth are more heedless and wanton than the injuring or the destroying of a young, growing shade-tree.

2. But it is as a source of wealth to the country that trees are chiefly prized; and from this point of view

1. What is meant by a point of honor? Explain wanton.

nothing is more blameworthy than the reckless waste of timber in our forests, or the carelessness of camping-parties in failing to put out their fires. The enormous consumption of timber, for the varied purposes of commerce, nowadays suggests the necessity of replanting some of our former forest lands, and of aiding, in all sections of the country, the replenishment of so valuable a source of revenue to Canada.

3. The trade in timber between this country and the various parts of Europe has always been a large and important one. In the Old World the red and the white pine of Canadian forests are held in great favor, and the large rafts to be seen on the St. Lawrence and the Ottawa rivers are composed of timber which is being conveyed on the great water-highways of Canada to the city of Quebec, thence to be taken by merchant ships to Britain and to the continent of Europe.

4. The trees most in use in Canada for the making of furniture are the white oak, sugar maple, walnut, and cherry. The first mentioned is much admired for its beauty, and is in considerable demand for ornamental purposes in landscape gardening. When found standing alone, with all its limbs fully grown, the white oak is one of the grandest objects in the vegetable kingdom. The sugar maple is also a tree of great beauty, and in the autumn months is remarkable for the brilliant color of its leaves.

5. The appearance of our forests in the fall is a subject of universal admiration, and the woodland scenery of no other country can compare with that of Canada in the

3. What is meant by the **Old World**? How would timber have to be sent from the Georgian Bay to Quebec?

5. Use other words for **fall**, **woodlands**, and **swamps**.

variety of brightness of the foliage which our trees display towards the close of autumn. "In their natural state," as a recent writer on Canadian forests has said, "trees are generally found thriving on the ground they like best: thus in wet swamps we find tamarack, cedar, balsam fir, and elder; in swamps not so wet, the elm, ash, soft maple, and spruce; and on good land generally, the sugar maple, white oak, beech, basswood, walnut, and chestnut; on rocky hills, the black or red aspen, rock elm, red cedar, hickory, and butternut; of light sandy soil, the pine has almost invariably taken possession."

6. To give a description of all the species of trees which grow to a large size in our Canadian woods would require a volume. In this short sketch we must content ourselves with describing briefly a few of the principal ones, and in doing so we shall divide them into two classes, namely: those that bear cones, and are generally known as evergreens or soft woods*; and those that shed their leaves every autumn, and for this reason are said to be *deciduous*: they are also commonly known as hardwoods.

7. The principal evergreen, or cone-bearing, trees which are natives of Canada, are pines, firs, and thujas. Of all our native trees, pines are considered the most valuable, as their timber can be used for almost every purpose for which wood is required, especially for house and ship-building, fencing, and railway construction. The two principal species are the white and the red pine.

JAMES BROWN, LL.D.

6. What trees are **deciduous**?

* The tamarack is the only cone-bearer that sheds its leaves.

enormous consumption of timber ;	revenue ; national profit.
very large quantity of timber used.	universal admiration ; everybody's praise.
suggests the necessity ; shows the need.	description ; account.
replenishment ; supplying again.	thujas ; trees, commonly known as cedars.

Compose sentences containing the following groups of words, first as the subjects, and afterwards as part of the predicates: **Tamarack**, cedar, balsam, elder. Elm, ash, soft maple, spruce. Sugar-maple, beech, basswood, walnut, chestnut. Aspen, rock-elm, red cedar, hickory, butternut.

Write the names of all these trees, separating them into the two classes. Give the distinctive features of each class.

XX.—CANADIAN TREES.

SOFT WOODS.

Pronounce distinctly:—

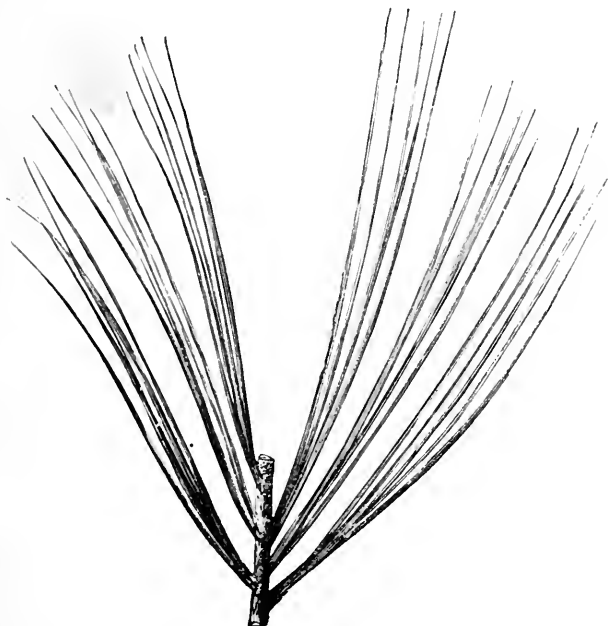
il lus' trate	di men' sions	spec' i mens (<i>spess</i>)
char' ac ter	in di vid' u al	com par' a tive ly
dis trib' u ted	di am' e ter	reared (like <i>feared</i>)

1. The principal evergreen, or cone-bearing, trees, natives of Canada, are *Pines*, *Firs*, and *Thujas*.

As every one cannot distinguish a Pine from a Fir, this lesson is illustrated with drawings, showing the peculiar character of each, so that any boy or girl may be able, when looking at a cone-bearing tree, to decide whether it is a Pine or a Fir.

1. Where two or more words have the same or nearly the same meaning, they are called synonyms; for example, high, tall, lofty. Give synonyms for **principal**, **distinguish**, and **decide**.

2. Fig. 1 represents a small piece of the twig of a White Pine. On examination it will be seen that the leaves are needle-shaped, and spring from the young



(Fig. 1.)

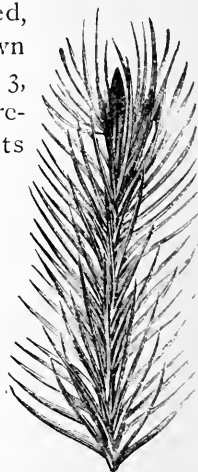
shoot in little tufts of fives, all issuing from one point. This arrangement and form of the leaf are peculiar to pines, and should be kept in mind when examining a tree, in order to know whether it is a Pine or a Fir. Every Pine tree, however, has not *five* leaves issuing from one point; some have only two, and there are others, again, that have three.

2. Divide into syllables and accent 'represents, arrangement, and examining.



(Fig. 2.)

3. Fig. 2 represents a twig of the Hemlock Spruce Fir, a tree well known to nearly every young person in Canada. Looking at this illustration, we at once observe that the leaves are distributed *singly* on the young shoot, and stand out in two rows. In the case of a few species of Fir, however, the leaves are not thus arranged, but are scattered all round the twigs, being stiff and pointed, as shown in Fig. 3, which represents



(Fig. 3.)

a twig of the common Black Spruce Fir. In all cases, Firs have their leaves springing *singly* from the twigs, an arrangement by which any child can distinguish them from Pines.

4. The White Pine is one of the grandest trees of our Canadian forests, and grows to very large proportions on dry gravelly lands, where it is not crowded by other trees. We often

-
3. Give two or more meanings for **spruce**, **leaves**, **shoot**, and **pin**es.
 4. Name the adjectives, and tell the degree of each.

find individual specimens rising to the height of 200 feet, with stems from four to six feet in diameter near the ground; but in general they may be said to reach 150 feet, with a diameter of about three feet. In the older settled parts of the country, the best and largest trees of this species were cut down long ago; but there are still thousands of fine specimens to be met with in the back-woods.

5. The Red Pine does not grow to so large a size as the White, nor is it found so plentifully in our forests. It is to be met with only on dry, gravelly knolls, and in rocky parts of the country, generally in patches of small extent, and seldom among other trees. Its timber is of the best description, and is much sought after by lumbermen. Owing to this cause it is now comparatively scarce. All Pines are reared from seeds, which may be found ripe in their cones in the month of November.

JAS. BROWN, LL.D.

5. Give synonyms for **plentifully**, **generally**, and **reared**.

peculiar character;	particular	diameter ; thickness, measurement
marks.		through the centre.
distributed ; placed, arranged.		comparatively ; scarce not so
individual ; single.		plentiful.

Copy the following questions, and write full answers to them: What are the chief Canadian evergreens? How are Pine leaves arranged? How are Hemlock leaves placed? In what way do Fir leaves always grow? What is the general height of the White Pine?

Compose sentences with the following as subjects: Canadian trees; A Pine or a Fir; Little tufts of fives; The common Black Spruce Fir; Older settled parts of the country.

XXI.—CANADIAN TREES.

SOFT WOODS—CONCLUDED.

Pronounce distinctly :—

par tic' u lar ly	us' u al ly	char ao ter is' tics (<i>iss</i>)
Doug' las (<i>dugg</i>)	ma tu' ri ty	con' i cal
feat' ure	Leb' an on	cas' u al (<i>kazh</i>)

1. Although our FIR trees are, generally speaking, not so important as our Pines, still, there are two or three of them well worthy of being brought under notice here, particularly the Douglas Fir, the Hemlock Spruce Fir, the common Black Spruce Fir, and the Balsam Fir.

2. The Douglas Fir is not found in the woods east of the Rocky Mountains, but it grows in the immense forests of British Columbia to heights varying from 150 to 250 feet, with trunks from three to ten feet in diameter. A peculiar feature of this Fir is, that the bark on old trees is found from ten to fourteen inches thick. Where full grown, this grand Fir usually stands apart from other trees, and forms a majestic object in the landscape, being clothed with horizontal branches from the base to the top. The timber is exceedingly durable, and in its native province is much used for general purposes. It is also exported for ship-masts, the tall, clean stems making the best of material for this purpose.

3. The Hemlock Spruce Fir, most young people of Canada are acquainted with, as it is widely distributed, and found in many bushes of the country. In open situations, and on cool-bottomed lands, the Hemlock

-
1. Name the silent letters in **although**, **brought**, and **Douglas**.
 2. Select all the words to which **ly** may be added.

is a noble tree; while young it is very graceful in form, and when approaching maturity its horizontal limbs give it the appearance of the Cedar of Lebanon. Its timber, however, is not esteemed so highly as that of the Pine, being of a loose and open character. But, although this is the case, it is largely used for rough boarding purposes, as in building barns, and in making side-walks. The bark of this tree is valuable for tanning leather.

4. The Black Spruce Fir, or *Gum Spruce*, as it is often called, is very common on most flat and cool-bottomed lands in Canada, and also on the banks of lakes and rivers. It is a tall and beautifully formed tree, having a dark brown bark, and very dark green leaves. It is from these characteristics that it derives its name. It grows to a height varying from 70 to 100 feet, but the stems seldom attain diameters over two feet at the bottom. The timber, though light, is very tough and strong.

5. The Balsam is one of the handsomest members of this family. Commercially it is not of much value, but as an ornamental tree it is unsurpassed—its regular conical form, closely set branches, and deep green leaves, rendering it a conspicuous object in any landscape. The Balsam seldom exceeds 40 or 50 feet in height.

Although the Firs, like the Pines, are reared from seeds which ripen in October and November, they may be grown from cuttings of the young wood, and this is sometimes done with rare kinds, when their seeds cannot be had.

6. The Thuja, or *Arbor vitæ*, as it is generally called, is a very useful class of Canadian trees, growing to a large size, and being found chiefly on the Pacific slope. There

3. Define acquainted with, bushes, open situations, graceful, valuable, and tanning.

4. Give synonyms for tall, lands, leaves, conical, and landscape.

5. Name the adjectives, and compare them.

is only one species which is a native of Ontario, and to it alone we shall here refer. It is known to most people in Ontario under the name of *White Cedar*. How it came to be called a *Cedar* we do not know, as it has always been known as the *Arbor vitæ*. This species is too familiar to the people of the eastern provinces of Canada to require any lengthened description, as many farmers have it growing in the swampy parts of their bushes, and find it useful for various purposes, especially as rails for fencing.

7. The leaves of this tree are so small, that to a casual observer they scarcely appear to be leaves. If they are closely looked at, however, it will be seen that they are in opposite pairs, and lie flat and pressed on the twigs, each pair overlapping the other like the shingles on a house-top. When they are roughly handled, they give out a strong aromatic smell. The tree, although it grows to large dimensions—sometimes to 80 or 90 feet in height, with stems from two to three feet in diameter—cannot be considered an ornamental one, as its branches are too loose and open, and its leaves too small, to give it a clothed look. Its timber, however, is of the most valuable description, being very durable, and in this respect it is not surpassed by any other tree. Much of it is used for railway ties. The *Thuja*s are all grown from seeds, but, like the *Firs*, they may be reared from cuttings.

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6. Name those **provinces** referred to here as being **eastern**.

7. Explain **ornamental**, **durable**, **ties**, and **overlapping**.

a peculiar feature of; something unusual about.

horizontal; level.

maturity; full growth.

commercially; for trade purposes.

unsurpassed; equal to the best.

conspicuous; noticeable, easily seen.

aromatic; highly scented.

dimensions; size, measurement.

Copy the following questions, and write full answers to them: To what height does the Douglas Fir grow? In what province is it found? What is uncommon about this tree? When does the Hemlock resemble the Cedar of Lebanon?

Compose sentences containing the following as subjects: The common Black Spruce Fir; Older settled parts of the country; Open situations; Any landscape; Swampy parts; Railway ties.

XXII.—CANADIAN TREES.

HARD WOODS.

Pronounce distinctly:—

va ri' e ties	ma chin' er y (<i>sheen</i>)	pro por' tion ate
de cid' u ous (<i>sidd</i>)	chest' nut (<i>chess</i>)	text' ure
im' ple ments	du' ra ble	per' i anth

1. Let us now briefly describe the principal varieties of our Canadian trees which lose their leaves every autumn, and are therefore called *Deciduous Trees*; and first we shall begin with the Oak. We have already referred to the White Oak, but it is to be noted that there are at least thirty different species of Oaks found in our Canadian forests, all growing to a size that makes them valuable as timber. Most of them form noble specimens of ornamental trees, when they stand out free and separate from each other. The seeds of the Oak, which are called acorns, are found ripe on the trees in October and November.

2. In a former lesson we referred to the Sugar Maple, but here it is necessary to mention that there are about ten different species of Maple found in our woods, all

1. Omit certain words and substitute *shortly, for this reason, before now, observed, and arrived at maturity.*

2. Name, spell, and give the meanings of other words that sound the same, or nearly the same, as **lesson, here, some, wood, all, seeds, and may.**

beautiful and ornamental trees. The seeds of the various species are what is called *winged*, and may be found lying under the old trees in autumn.

3. The Ash is another valuable Canadian tree; and of this genus there are about twenty species found in our forests. All are more or less valuable, both for their timber and for their ornamental qualities. Several of the species, especially those called the *White* and the *Black* Ash, are found upwards of 100 feet in height, with diameters, close to the ground, of three to four feet through. The timber is much prized for its toughness and strength, and is used in the manufacture of implements, barrel hoops, and the wood-work of machinery. The Ash is always found on deep land, having a rather damp and cool bottom. The seeds are ripe in November, and may then be gathered from the trees.

4. Of the Beech, there is only one species found in Canada, but here and there varieties of it are to be met with, caused by difference of soil and aspect. It grows to a large size, when not closely surrounded by other trees. Its timber is held in high esteem; but as it does not last long when exposed to the weather, it should therefore be used for indoor purposes only. The Beech is not a long-lived tree, as it becomes matured within 150 years. It succeeds best on dry, gravelly soils. The seeds are called *nuts*, and are ripe in October, as every country school-boy knows.

5. The Sweet Chestnut is another of our timber trees deserving of notice. There is only one species of it to be found in Canada, and it is in all respects the same as the European Sweet Chestnut. It is a majestic tree,

3. Point out several adjectives that cannot be compared.

4. Explain **varieties**, **aspect**, **surrounded**, and **succeeds**.

where found standing alone, and its timber is of a very durable nature, much sought after for many purposes, especially for posts and fence-rails. This tree grows best on deep, dry and strong land, where it often reaches a height of 100 feet, with a proportionate trunk. The seeds are called *nuts*, and may be used as food.

6. The Hornbeam (or *Ironwood*, as it is generally called in Canada,) is a tree of moderate size, and is plentiful on the dry parts of our forest-land. It has much the same appearance as the Beech, but it is easily distinguished from that tree by the curled edges of its leaves, and by its darker and rougher bark. The timber is very hard, of a close and compact texture, and is much used for farm purposes, where strength is required. The seeds of this tree are called *nuts*, and each is enclosed in a peculiar leafy substance, called by botanists a *perianth*.

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6. Change the following words, either by adding or by taking away a syllable or some letters: **generally, called, Canada, moderate, plentiful, rougher, hard, enclosed, compact, farm, and tree.**

species; kind.

genus; group of species.

much prized; highly valued.

becomes matured; grows to its full size.

proportionate trunk; trunk having a thickness according to the height of the tree.

compact texture; solid nature.

Write full answers to the following questions: Why are some trees called deciduous? How many species of oak grow in this country? For what is the oak valuable? When are acorns ripe? How many species of maple grow in Canada? What appearance have they all? How many species of ash grow in Canadian woods? How high do some of them grow? Why is ash timber highly valued? How many species of beech may be found in Canada? To what age does the beech live? (Use a compound word to describe the shape of a beech-nut.) What is the appearance of the chestnut when growing apart from other trees? How may the ironwood be distinguished from the beech? How are ironwood nuts enclosed?

XXIII.—CANADIAN TREES.

HARD WOODS—CONCLUDED.

Pronounce distinctly:—

elm (not <i>ellum</i>)	de vel' oped	tu' lip	} <i>u</i> as <i>ew</i> in <i>few</i> .
es ti ma' tion	ag ri cult' u ral	lux u' ri ant	
di men' sions	plen' ti ful ly	nu' mer ous	

1. The Walnut is found plentifully in most bushes in the southern parts of Ontario. It includes nine or ten species, all growing to considerable size, and forming very handsome trees, as for example, the *Black Walnut*, *Butternut*, *Pecan Nut*, *Hickory*, *Bitter Nut*, and *Hog Nut*; each having beautiful foliage. The Hickory is especially known for the toughness and other valuable qualities of its timber; and every boy is familiar with the delicious nuts which this tree produces. All these trees grow best on a deep, rich soil.

2. The Plane is another member of our Canadian forests deserving of notice, and is a tree of peculiar beauty. Its wide-spreading branches, clothed with large leaves, make it well adapted for shelter or shade. In Canada it is best known by the name of *Cotton-wood*, or *Button-wood*, and is also familiar as the *Sycamore*. The British name for it is the Plane Tree. It is found on deep, loamy lands, by the sides of our rivers and lakes, forming a tall, massive-headed tree, often upwards of 130 feet in height, with a trunk of from three to five feet in diameter. The timber is not held in high estimation,

1. Substitute *abundantly*, *particularly*, and *sweet*, for other words that have the same meanings.

2. Change the following words either by adding to, or by taking some letters away from them: *peculiar*, *beauty*, *large*, *adapted*, *familiar*, *loamy*, and *high*.

though sometimes used for furniture-making, and for some parts of the inner work of house-building. The tree can be grown from cuttings of the young wood.

3. The Elm in our woods is a stately tree, and often rises to the height of 140 feet, with a stem of six feet in diameter. There are several species of Elm, but the most important is the *White*, which, on deep and cool-bottomed land, attains the dimensions stated. Where specimens of it stand alone, with all their limbs fully developed, they form grand and imposing objects. The timber of the various species is used in house-building and in the manufacture of agricultural implements. The seeds ripen in the early part of summer, when they may be gathered and sown at once.

4. Of The Birch there are several species found in our woods, but the *Tall Birch* and the *Paper Birch* are the most important and best known. Both species are of graceful habit and foliage. The *Paper Birch* is particularly remarkable on account of its cream-colored, paper-like bark. Both kinds attain large dimensions in favorable soil, being often found from 90 to 100 feet high, with stems of two or three feet in diameter. It is from the bark of the Paper Birch that the Indians construct their canoes; hence it is often called the *Canoe Birch*. The timber of this tree enters largely into the manufacture of furniture, and for this purpose it is exported to Europe. The seeds are contained in *catkins*, which hang from the points of the branches, and ripen in October.

5. The Tulip may be easily known by its leaves, which are quite unlike those of almost any other tree,

3. Explain **stately**, **attains**, and **imposing**.

4. Give synonyms for **foliage**, **remarkable**, **dimensions**, **stems**, **points**, and **ripen**.

and much resemble a riding saddle. It grows to a large size, and is highly ornamental; its luxuriant foliage, together with its numerous greenish-yellow, tulip-shaped flowers giving it a fine appearance. The timber is soft, and of no special value. There is only one species.

6. Of The Lime we have four different species in our woods, namely: the *Broad-leaved*, the *Downy-leaved*, the *Thin-leaved*, and the *Variable-leaved*. This tree is best known among country people by the name of *Basswood*. All the species are graceful trees, with sweet-smelling flowers. Many of them grow to a large size on rich, deep lands; often attaining the height of 120 feet, with stems ranging from three to five feet in diameter. The timber is white, and soft when newly cut up, but, as it becomes seasoned, it acquires firmness of texture, and when kept dry lasts well in house-building. It is employed by shoemakers and saddlers for cutting-boards, and is well-suited for carving purposes.

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5. Distinguish clearly by pronunciation: **known** from *none*; **quite** from *quiet*; **any** from *Annie*; and **size** from *sighs*.

6. Select all the adjectives, and name those that cannot be compared. What does LL.D. mean?

massive; very large, bulky.
fully developed; full grown.

agricultural implements; ploughs,
harrows, and other farm ma-
chinery.

graceful habit and foliage; hand-
some appearance.

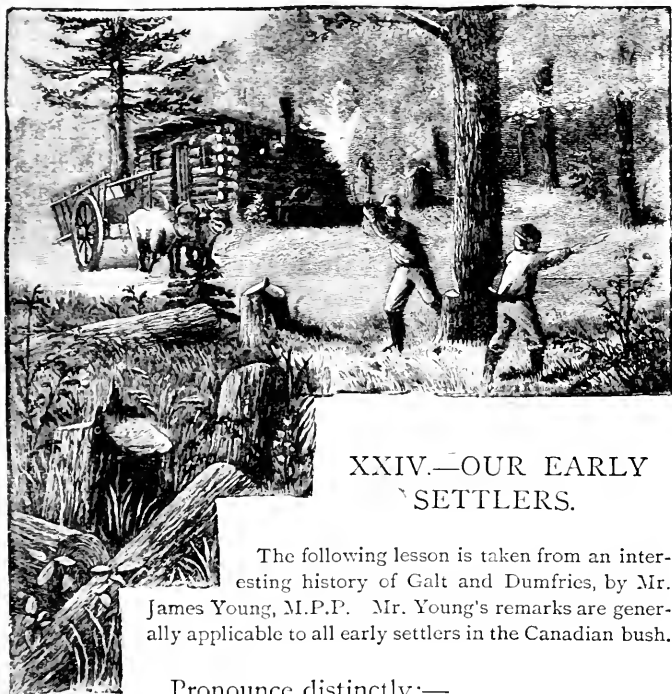
seasoned; dried.

firmness of texture; hardness.

Write in the possessive form all the names of the trees given in this lesson.

Compose one sentence with all these names as the subject.

Compose another sentence with these names for the object.



XXIV.—OUR EARLY SETTLERS.

The following lesson is taken from an interesting history of Galt and Dumfries, by Mr. James Young, M.P.P. Mr. Young's remarks are generally applicable to all early settlers in the Canadian bush.

Pronounce distinctly:—

in va' ri a bly	char' ac ter ized	dis ap pear' ance
ap' er tures	lit' er al ly	ex po' ri ence
prim' i tive	pi o neers'	bane' ful
pri va' tions	con trib' u ted	u ni ver' sal
re mem' brance	nu' mer ous	christ' en ings (<i>krisz</i>)

1. Many of the early settlers, when they took up farms, owned little but a trusty axe. Their first endeavors were, generally, to get in a few acres of wheat and to erect a house or shanty.

2. The houses were invariably built of unhewn logs, chinked with clay and moss. The earliest of them were very rude. They rarely had any divisions, except the

loft, which was reached by means of a ladder, and it was seldom that the daylight could not be seen streaming through numerous apertures in the roof.

3. There was no want of ventilation in those days! Whatever else the house lacked, it always possessed a large, open fire-place, whose huge, blazing, back-logs often served to distract attention from the earthen floor, and threw a ruddy glare of comfort around the primitive apartment and its occupants. These early log-houses, it is true, were speedily improved, but many persons can remember dwellings of which the above is not an over-drawn description.

4. Being poor alike, and more or less dependent on one another, the pioneers were always open-handed, and ready to assist their neighbors. Though hard was the toil, and many were the privations of bush life, there are few of the old men remaining whose eyes do not light up with pleasure at the remembrance of those early days, more especially at mention of the generosity and warm-hearted sympathy which so largely characterized the entire settlement.

5. Much of the business was carried on by barter. The time might, therefore, be called the "trading period." It was so many yards of cloth for so much pork, so much calico and cotton for so many pounds of butter, and so much tea for so many dozen of eggs. The farmer could not get cash for wheat or wool at every cross-road, as he does at present.

6. The miller took his toll from the grist, and returned the balance in flour; when the old-fashioned carding-mills were introduced, the settler got so much rough gray cloth—and rough it was—or so much yarn, in return for his wool. And it was pretty nearly the same in all business

transactions. Even the minister and the doctor were sometimes paid in trade!

7. Money was rarely seen. At certain seasons there was literally none in circulation. An English shilling was a curiosity. Battered brass buttons passed readily for coppers, and it is said that, in a hard pinch they were occasionally cut off the coat for the purpose of being passed as coin! Although money was so scarce, the farmers, fortunately, soon had abundance of food for their own use, and not a little to exchange for other necessities.

8. The work of chopping, logging, and bush-burning seemed to add new zest to social gatherings, which were frequent, and always lively. Almost every raising "Bee" terminated in mirth-making of some description. The long winter evenings were often beguiled with dancing, in which all classes and ages united after the Scottish custom, undisturbed by the restraints of modern fashion. The quilting "Bee"—another venerable institution of the past—also contributed its share to the amusements of the period.

9. Towards the fall of the year a fruitful source of amusement was shooting. Water-fowl and partridges were abundant. So were foxes, minks, and other fur-bearing animals. Ten or twelve deer in a single herd, quietly browsing at the edge of a clearance, was not an uncommon occurrence, and occasionally the bear and wolf were bagged.

10. For a few years bears and wolves were numerous, but Mr. Bruin at least was found to be a much slandered animal. With the exception of stealing a pig or a sheep occasionally—not a very serious offence for a bear—he was generally harmless, and his rapid disappearance in the

forest, when he chanced to meet human beings, showed that he had as little desire to make their acquaintance as they had to make his. The howling of the wolves, and, at times, the sight, through the chinks, of a pack of these animals examining your log shanty in the moonlight—as if they intended to dine before leaving—was not a very pleasant midnight experience.

11. The winter was—as it continues to be in Canada—not the least enjoyable season of the year. The snow-fall was abundant, and the sleighing good and steady. Farmers could not remove their crops to market till the Frost King had paved the roads. This rendered business in winter brisk, and the season always brought its special amusements.

invariably ; always.

chinked ; closed at the seams or spaces between the logs.

apertures ; openings.

ventilation ; passage of air out and in.

primitive apartment ; old fashioned, plain-looking room.

characterized ; marked.

literally none in circulation ; actu-

ally none passing from one person to another.

transactions ; doings.

zest ; spirit or enjoyment.

venerable institution ; custom to be respected for its age and the good it has done.

bagged ; captured: small game when shot is usually carried in a bag.



XXV.—SOME DIFFERENCES.

Pronounce distinctly :—

con' tra ry	cur' rent	va' ri ous
un in' jured	un pro tec' ted	mul' ti tudes
de privéd'	sur' geon (<i>jun</i>)	al' i ment
ex ist' ence (<i>egz</i>)	in de pen' dent	scav' en ger

1. If a boy, a cod-fish, and a crab, were placed in sea-water and covered by it, the boy would be drowned, the fish and the crab would be safe. If, on the contrary, all were placed on the strand, the fish would die, while the boy and crab would be uninjured. Hence it appears that the crab can live where the boy cannot live; and that it can also live where the fish would perish. Let us see how this happens.

2. You and I breathe by means of lungs, which are in that part of the body called the chest. Every breath we draw fills the chest with air, and this acts upon the blood in the lungs; this air is driven out of the chest, fresh air is inhaled, and thus the act of *breathing* goes on. The fish, on the contrary, does not breathe by lungs, but by gills, and these cannot act except when the water is flowing through them.

3. We die if deprived of air; the fish dies if deprived of water in which the air is contained, because it is by means of the water that it gets the air necessary for its existence. The breathing organs of the crab are quite different; so long as they are moist, the crab can breathe.

1. Point out a word, the first syllable of which means *not*, and name some other words in the paragraph to which the same syllable may be added.

2. Name some synonyms for **chest**, **contrary**, and **flowing**.

3. Supply words that may be understood after each if in the first sentence. Explain **moist**, **require**, and **current**.

It has gills, but these do not require a current of water to pass through them, like those of the fish; they are wetted when the tide comes in, and this keeps them moist while the crabs are running on the sand at low water.

4. When you take a crab in your hand it feels hard, because it is covered with a crust. Now, suppose a little crab has this hard covering over its body, how is it to grow any bigger? A snail can add a piece to its shell, and thus make its house larger when it wishes to do so. A mussel or an oyster can also make its shell larger by adding to it; but what is a crab to do? How is it to get out of the shell if that be needful? and where or how is it to get a larger one?

5. I will tell you how. The shell bursts, the crab leaves it; and, as it is now quite unprotected, it keeps out of the way of danger until its new shell is completely formed. Thus the crab, as it grows larger, is supplied from time to time with a new covering.

6. We will now talk of another matter. Suppose that a boy should fall down in the street, and a loaded cart pass over one of his legs, crushing the bone to pieces, what would be done to him? The surgeon would cut off his leg, and he would have to be content with a wooden one.

7. Suppose now that you were throwing a stone in the tide, and that it fell on the leg of a crab and crushed it to pieces, what would be done for the crab? No surgeon could get a wooden leg for him. The crab is, however, quite independent of such assistance; he would fling off the broken leg at the joint above the broken part, and a

4. Give the other degrees of **hard**, **bigger**, **larger**, and **needful**.

5. Leave out certain words, and use in place of them, *abandons*, *wholly*, *stays*, *till the time when*, *provided*, and *protection*.

6. Explain **matter**, **surgeon**, and **content**.

7. Give synonyms for **tide**, **assistance**, and **respect**.

new leg would grow, and in time become as large and as useful in every respect as the one that was there at first.

8. You know that many dead bodies of various kinds are thrown into the sea; many are carried into it by rivers; many animals die there. If all those bodies were allowed to decay, and each day added to their number, the sea would become unfit for any creature to live in, and it would give out a stench that would be hurtful to the health of persons living on the neighboring land. To prevent such a result, there are multitudes of animals that feed on dead and decaying bodies, and find their best aliment in what would otherwise become injurious. The common shore-crab is one of these scavengers of the sea.

PATTERSON

8. Name all the verbs, and tell what their tenses are. Substitute suitable words for **various**, **animals**, **decay**, **unfit**, and **stench**.

on the contrary ; on the other hand.	quite unprotected ; not covered in any way.
the strand ; the shore or beach	quite independent ; not at all in need.
inhaled ; breathed in.	aliment ; food, nourishment.
existence ; life, being.	scavengers ; removers of filth
the breathing organs ; those parts of the body that assist in breathing (especially the lungs).	such a result ; what would follow.

Statements are also called propositions. Form each of the following groups of propositions into one sentence by means of *and* or *but*, omitting no words: A boy, if kept covered by sea-water, would die. A crab, if kept in the same position, would live.

A cod-fish can live in salt-water. A crab can live in salt-water.

A boy can exist upon dry land. A crab can exist upon dry land. A cod-fish soon dies on dry land.

We die if we get too little air. A fish dies if it gets too much air.

We are drowned with water. A fish is drowned with air. A crab is drowned with neither water nor air.

Re-write these sentences in the same form and omit any words that may be readily understood. Punctuate carefully.

XXVI.—OUR FLAG.

Pronounce distinctly :—

na' tion al (<i>nash</i> ,	sig ni fi ca' tion	em bossed'
con fed er a' tion	fron' tis piece	in gen' ious (<i>jeenyus</i>)
hon' or a ble	in' di ca ting	ob' sta cle

1. The national flag of every country has a history, which it is often pleasing and always instructive to trace. Although the Canadian flag dates back no farther than the year of Confederation, many of its parts have an ancient and honorable signification.

2. By examining the picture which forms the frontispiece to this volume, it will be seen that the flag of Canada strongly resembles that of the British Merchant Marine. But a closer inspection will enable us to see a difference.

3. It will be noticed that no less than six flags in the group bear the same design in the upper corner next to the staff, and that this design corresponds exactly with the flag known as the Union Jack, which is a combination of the crosses of St. George, St. Andrew, and St. Patrick, indicating the union of England, Scotland, and Ireland.

4. The presence of the "Jack" in the Dominion colors is, therefore, a proof of the connection that exists between Canada and the Mother Country. But there is something else to note—something which

1. Define **national**, **instructive**, and **origin**. Give the date of **Confederation**.

2. Name the verbs and tell their tenses.

3. Who were **St. George**, **St. Andrew**, and **St. Patrick**?

4. Explain **Mother Country**. What country is called "Fatherland"?

clearly distinguishes the flag of the Dominion from the Red Ensign, and which makes it distinctively Canadian.

5. Near the middle of the red ground is a design, a more enlarged copy of which you will find embossed upon the cover of this book. This design consists of a crown, a shield with various symbols, a wreath of maple leaves, and a beaver. Let us consider more in detail the various parts of this coat of arms.

6. From the presence of the crown, we learn that Canadians prefer their present form of government to that of a republic, as in the United States. The leaves have been selected as a symbol of Canada, because of the grandeur, the usefulness, and the abundance of our forest maples.

7. The beaver is an emblem of skill and industry. Beavers are exceedingly ingenious in the construction of their dams and houses, and work industriously to surmount every obstacle. They were formerly very numerous along the banks of all our smaller rivers and streams. For these reasons this animal has been aptly chosen as an emblem of Canada.

8. The shield contains seven "quarterings" or divisions, and five of these are subdivided. The emblems in the seven larger divisions represent the seven provinces of the Dominion in the following order, namely: Ontario, Quebec, Nova Scotia, New Brunswick, Manitoba, British Columbia, and Prince Edward Island.

9. This is a brief outline of the Dominion flag,

5. Give the meanings of **enlarged**, **embossed**, and **wreath**.

6. Omit certain words, and substitute *would rather have*, *chosen*, *sign*, and *splendid appearance*.

7. What is meant by **emblem**, **exceedingly ingenious**, and **industriously**?

8. For what purpose were **shields** formerly carried?

but the explanation given will serve to show, in a general way, the meaning of the different parts, as well as to exhibit the connection that exists between our ensign and

“ The flag that’s braved a thousand years
The battle and the breeze.”

10. Wherever our lot may be cast, or whatever may be our occupation, we should aim, as loyal, law-abiding citizens of Canada, to conduct ourselves in such a way as to bring no discredit either upon the flag of the Empire or upon that of the Dominion. The purity of our thoughts, our words, and our actions, will then form a passport to the society of the wise, the good, and the great of every land beneath the sun, and may enable every native of the Dominion proudly to boast that he is a CANADIAN.

9. What names may be given to the two lines of verse ?

10. Explain **lot may be cast**, **occupation**, **discredit**, and **society**.

Confederation; the union of the Provinces that now form the Dominion.

significance; meaning.

frontispiece; the picture facing the title-page.

merchant marine; trading ships.

distinctively; in a marked way.

symbols; signs, emblems.

red ensign; merchant marine flag.

to surmount every obstacle; to master or remove everything that stands in the way.

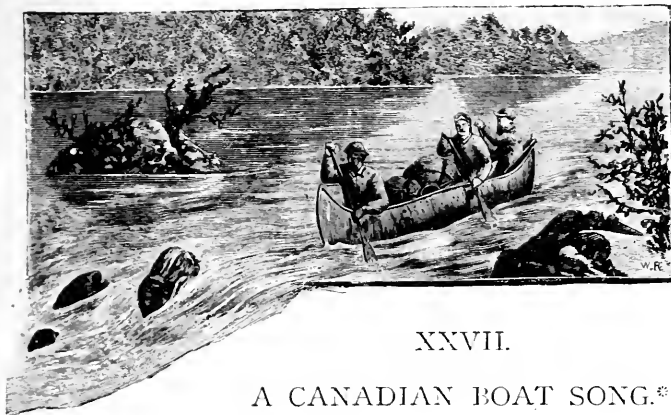
aptly; fitly, properly.

passport; permission to enter.

society; company, friendship.

Copy the questions and exercises in this lesson, and write the answers.





XXVII.

A CANADIAN BOAT SONG.*

Pronounce distinctly:—

Ut a' wa's (a as in fall)

voy' a geur (zhur)

1. Faintly as tolls the evening chime,
Our voices keep tune and our oars keep time;
Soon as the woods on shore look dim,
We'll sing at Ste. Anne's our parting hymn.
Row, brothers, row! the stream runs fast,
The rapids are near and the daylight's past!
2. Why should we yet our sail unfurl?
There is not a breath the blue wave to curl!
But, when the wind blows off the shore,
Oh! sweetly we'll rest our weary oar.

* Thomas Moore, who visited Canada in 1804, says of this song: "I wrote these words to an air which our boatmen sang to us very frequently. The wind was so unfavorable that they were obliged to row all the way, and we were five days in descending the river from Kingston to Montreal, exposed to an intense sun during the day, and at night forced to take shelter from the dews in any miserable hut upon the banks that would receive us. But the magnificent scenery of the St. Lawrence repays all these difficulties." The stanzas are supposed to be sung by the *voyageurs* on the Ottawa.

Blow, breezes, blow ! the stream runs fast,
The rapids are near and the daylight's past !

3. Utawa's tide ! this trembling moon
Shall see us float over thy surges soon.
Saint of this green isle ! hear our prayers,
Oh ! grant us cool heavens and favoring airs.
Blow, breezes, blow ! the stream runs fast,
The rapids are near and the daylight's past !

THOMAS MOORE.

chimes ; church bells.

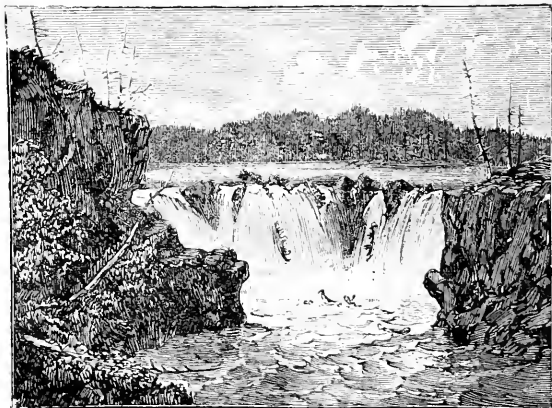
unfurl ; spread out.

Utawa's tide ; Ottawa's stream.

surges ; heaving waves.

voyageurs ; French-Canadian

river boatmen. (*See footnote.*)



XXVIII.—HURRAH FOR THE NEW DOMINION.

Pronounce distinctly:—

re nowned'

hur rah' (not ray)

en gen' ders

1. Let others raise the song in praise
Of lands renowned in story :
The land for me of the maple tree,
And the pine in all his glory !
2. Hurrah ! for the grand old forest land,
Where freedom spreads her pinion !
Hurrah ! with me, for the maple tree !
Hurrah ! for the New Dominion !
3. Be hers the right, and hers the might,
Which Liberty engenders ;
Sons of the free, come join with me—
Hurrah ! for her defenders.
4. And be their fame in loud acclaim—
In grateful songs ascending ;
The fame of those, who met her foes,
And died, her soil defending.
5. Hurrah ! for the grand old forest land
Where Freedom spreads her pinion !
Hurrah ! with me for the maple tree !
Hurrah ! for the New Dominion !

ALEX. McLACHLAN.

renowned ; famous.**pinion** ; wing. (Freedom is spoken
of as being a bird.)**engenders** ; produces, makes.**loud acclaim** ; hearty praise.**grateful** ; thankful.



[Thomas Edward was born in 1814. During the greater part of his life he worked as a shoemaker, but studied nature at every opportunity; and made many valuable discoveries in science. He resides at Banff. Every boy and girl should read Smiles' "Life of a Scotch Naturalist."]

XXIX.—A BOY NATURALIST.

Pronounce distinctly :—

nat' u ral ist	in sa' ti a ble (<i>sayski</i>)	pud' docks
in he' rent	al' gæ (<i>jee</i>)	con tin' u ally
un con' scious (<i>shus</i>)	ex post' u la ted	newts (<i>ew asin few</i>)
ir re sist' i ble (<i>zist</i>)	man ure'	dis ease' (<i>diz eez</i>)
un con' quer a ble	ven' om ous	prin' ci pal ly

1. It is difficult to tell how Thomas Edward became a naturalist. He himself says he could never tell. Various influences determine the direction of boys' likings and dislikings. Boys who live in the country are usually fond of birds; just as girls who live at home are

1. For what does **It** stand at the beginning of this paragraph? Substitute other words for **ordinary tendency**.

fond of dolls. But this boy had more than the ordinary tendency to like living things: he wished to live among them. He made pets of them, and desired to have them constantly about him.

2. When only about four months old, he leaped from his mother's arms, in the vain endeavor to catch some flies buzzing in the window. She clutched him by his long clothes, and saved him from falling to the ground. When afterwards asked about the origin of his love for natural history, he said, "I suppose it must have originated in the same internal impulse which prompted me to catch those flies at the window. This unseen something—this double being, or call it what you will—inherent in us all, whether used for good or evil, which stimulated the unconscious babe to get at, no doubt, the first living things he had ever seen, at length grew in the man into an irresistible and unconquerable passion, and engendered in him an insatiable longing for, and earnest desire to be always among, such things. This is the only reason I can give for becoming a lover of nature. I know of none other."

3. When the family removed to Aberdeen, young Edward was in his glory. Close at hand were the Inches—the beautiful green Inches, covered with waving algæ. There, too, grew the scurvy-grass, and the beautiful sea-daisy. Between the Inches were channels through which the tide flowed, with numerous pots or hollows. These were the places for bandies, eels, crabs, and worms.

4. Above the Inches, the town's manure was laid

2. Do you prefer **buzzing in the window**, or **buzzing on the window**? Give your reasons. Compare the phrase following, "**at the window**." Employ another word for **things**, another for **engendered**.

3. Where is **Aberdeen**? Use a synonym for **channels**.

down. The heaps were remarkably prolific in beetles, rats, sparrows, and numerous kinds of flies. Then the Denburn yielded no end of horse-leeches, tadpoles, frogs, and other creatures that abound in fresh or muddy water. The boy used daily to play at these places, and bring home with him his "venomous beasts," as the neighbors called them.

5. At first they consisted, for the most part, of tadpoles, beetles, snails, green frogs, sticklebacks, and small green crabs; but, as he grew older, he brought home horse-leeches, newts, young rats—a nest of young rats was a glorious prize—field-mice, hedgehogs, moles, birds, and birds'-nests of various kinds.

6. The fishes and birds were easily kept, but as there was no secure place for the puddocks, horse-leeches, rats and such like, they usually made their escape into the adjoining houses, where they were by no means welcome guests. The neighbors complained of the venomous creatures which the young naturalist was continually bringing home.

7. The horse-leeches crawled up their legs and stuck to them, fetching blood; the puddocks and newts roamed about the floors; and the beetles, moles, and rats sought for holes wherever they could find them. The boy was expostulated with. His mother threw out all his horse-

4. Give several synonyms for **prolific**. The **heaps** of what? Explain **no end**. What are **tadpoles**?

5. Name a Canadian animal that is armed like the hedgehog: tell all you know about both creatures. To which of the following classes does each of the creatures named in the paragraph belong: quadrupeds, birds, fish, crustacea, mollusks, insects?

6. Explain the different ways by which the frogs, horse-leeches, and rats naturally made their escape.

7. What do you understand by saying, **the boy was expostulated with**? Use another expression for **strictly forbidden**.

leeches, crabs, birds, and birds'-nests : and he was forbidden to bring such things into the house again.

8. But it was of no use. The next time that he went out to play he brought home as many of his "beasts" as before. He was then threatened with corporal punishment ; but that very night he brought in a nest of rats. He was then flogged ; but it did him no good. The disease, if it might be so called, was so firmly rooted in him as to be entirely beyond the power of outward appliances. And so it was found in the end.

9. As he could not be kept at home, but was always running after his "beasts," his father at last determined to take his clothes from him altogether : so, one morning when he went to work, he carried them with him. When the boy got up, and found that he had nothing to wear, he was in a state of great dismay. His mother, having pinned a bit of an old petticoat round his neck, said to him, "I'm sure you'll be a prisoner this day."

10. But no ! His mother went down-stairs for milk, leaving him in the house. He had tied a string round his middle, to render himself a little more fit for moving about. He followed his mother down-stairs, and hid himself at the back of the entry door ; and as soon as she had passed in, Tom bolted out, ran down the street, and immediately was at his old employment of searching for crabs, horse-leeches, puddocks, and sticklebacks.

11. Edward was between four and five years old when he went to school. He was sent there principally

8. Use another phrase for **in the end**. Give one word synonymous with both phrases.

9. Of what verb is **mother** the subject ? Write **I'm** and **you'll** in full. Read carefully Mrs. Edward's remark, first emphasizing **I'm**, then **sure** then **you'll**, and so on, and explain the different effects.

10. Why is the exclamation mark used after **no** ?

that he might be kept out of harm's way. He did not go willingly; for he was of a roving, wandering, disposition, and did not like to be shut up anywhere. He wanted to be free to roam about the Inches, up the Denburn, and along the path to Rubislaw.

SAMUEL SMILES.

11. If asked to supply a word instead of **principally**, which of the following words would you select—*entirely, mainly, wholly, or partly?*

a naturalist; one who studies nature.

influences; powers. (The teacher will require to explain this word by means of examples, and some questioning.)

determine the direction; fix the course, or way.

vain endeavor; useless trial or attempt.

internal impulse; natural movement.

stimulated; forced, or urged.

unconscious babe; unknowing, unreasoning infant.

irresistible and unconquerable passion; a feeling so strong that it was impossible to keep it down.

insatiable longing; a wish that could not be satisfied.

earnest desire; hearty wish.

was in his glory; enjoyed himself very much.

Inches; small islands.

algæ; sea-weed.

prolific; fruitful.

venomous; poisonous.

puddocks; the Scotch name for frogs.

newts; animals of the frog kind, like small lizards.

corporal punishment; being whipped.

determined; made up his mind.

dismay; alarm.

disposition; nature.

Copy the questions and exercises on this lesson, and write the answers.



XXX.—THE SOLDIER OF THE RHINE.

Pronounce distinctly:—

Le' gion (<i>lecjun</i>)	aye (as <i>ay</i> in <i>pay</i>)	heav' i est (<i>hev</i>)
Al giers' (<i>jeers</i>)	what e'er' (<i>air</i>)	ech' o ing (<i>ek</i>)
Bing' en (like <i>sing</i>)	co' quet ry (<i>koket</i>)	con fid' ing ly (<i>fide</i>)
vine' yard (<i>vin</i>)	mer' ri ment	strewn (<i>strone</i>)

1. A soldier of the Legion lay dying in Algiers,
 There was lack of woman's nursing, there was dearth
 of woman's tears ;
 But a comrade stood beside him, while his life-blood
 ebbed away,
 And bent, with pitying glances, to hear what he
 might say.
 The dying soldier faltered, as he took that comrade's
 hand,
 And he said : " I never more shall see my own, my
 native land ;
 Take a message and a token to some distant friends
 of mine,
 For I was born at Bingen,—at Bingen on the Rhine.
2. " Tell my brothers and companions, when they meet
 and crowd around,
 To hear my mournful story in the pleasant vineyard
 ground,

1. Where is the **Rhine** ? Where is **Algiers** ? Point out two
 synonyms in the second line. To whom does each **he** refer ? Tell
 what you understand by a **native land**.

That we fought the battle bravely, and when the day
was done,
Full many a corpse lay ghastly pale beneath the set-
ting sun ;
And 'mid the dead and dying, were some grown old
in wars,—
The death-wound on their gallant breasts, the last of
many scars ;
But some were young, and suddenly beheld life's
morn decline,—
And one had come from Bingen,—fair Bingen on
the Rhine.

3. "Tell my mother that her other sons shall comfort
her old age,
For I was aye a truant bird, that thought his home a
cage.
For my father was a soldier, and, even when a child,
My heart leaped forth to hear him tell of struggles
fierce and wild
And when he died, and left us to divide his scanty
hoard,
I let them take whate'er they would, but kept my
father's sword ;
And with boyish love I hung it where the bright
light used to shine,
On the cottage wall at Bingen,—calm Bingen on
the Rhine.

2. What word in the former verse means *companion*? Give a synonym for *mournful*. Explain *beheld life's morn decline*.

3. Use another word instead of *for*, in the third line. Supply two words after *when* in the same line. Point out the silent letters in *fierce*, *hoard*, *sword*, and *Rhine*.

4. "Tell my sister not to weep for me, and sob with
drooping head,
When the troops come marching home again, with
glad and gallant tread,
But to look upon them proudly, with a calm and
steadfast eye,
For her brother was a soldier, too, and not afraid
to die ;
And if a comrade seek her love, I ask her in my
name
To listen to him kindly, without regret or shame,
And to hang the old sword in its place (my father's
sword and mine),
For the honor of old Bingen,—dear Bingen on the
Rhine.
5. "There's another,—not a sister ; in the happy days
gone by,
You'd have known her by the merriment that sparkled
in her eye ;
Too innocent for coquetry,—too fond for idle scorn-
ing,—
O friend ! I fear the lightest heart makes sometimes
heaviest mourning !
-

4. Would it improve the first line to use *or* or *nor* in place of **and** ? In the fourth line employ another word for **too**. When one or more phrases are introduced in a sentence for the purpose of explaining something, or of making the meaning quite clear, the words used for this purpose are called a *parenthesis*, and they are usually enclosed thus (). Point out a parenthesis in this verse.

5. Write or spell **there's** and **you'd** in full. Try to substitute the same word for **too** as was done in the preceding verse. How do you account for the difference ? Read a parenthesis in this verse.

Tell her the last night of my life—(for, ere the moon
 be risen,
 My body will be out of pain, my soul be out of
 prison),
 I dreamed I stood with her, and saw the yellow sun-
 light shine
 On the vine-clad hills of Bingen,—fair Bingen on the
 Rhine.

6. "I saw the blue Rhine sweep along: I heard, or
 seemed to hear,
 The German songs we used to sing, in chorus sweet
 and clear;
 And down the pleasant river, and up the slanting hill,
 The echoing chorus sounded, through the evening
 calm and still;
 And her glad blue eyes were on me, as we passed,
 with friendly talk,
 Down many a path beloved of yore, and well-remem-
 bered walk;
 And her little hand lay lightly, confidingly in mine,—
 But we'll meet no more at Bingen,—loved Bingen on
 the Rhine."
7. His trembling voice grew faint and hoarse; his grasp
 was childish, weak,
 His eyes put on a dying look,—he sighed and ceased
 to speak.
 His comrade bent to lift him, but the spark of life
 had fled—
 The soldier of the Legion in a foreign land was dead!

6. Name and spell the other tenses of **saw**, **sweep**, **heard**, **seemed**, and **sing**. What is the plural of German? of Englishman? Distinguish **blue** from *blew*. Explain **yore**.

And the soft moon rose up slowly, and calmly she
 looked down
 On the red sand of the battle-field, with bloody
 corpses strewn ;
 Yes, calmly on that dreadful scene, her pale light
 seemed to shine,
 As it shone on distant Bingen,—fair Bingen on the
 Rhine.

HON. MRS. NORTON.

7. Select at least twelve verbs from this verse. What do you understand by a **foreign land**? Name the foreign land nearest to Canada. What is the difference between **pale** and *pail*? Give another meaning for **pale**.

Legion;* army.

ebbed away ; flowed out.

token ; something to remember
 one by ; a souvenir.

decline ; to die away.

hoard ; savings.

aye a truant bird ; always a roving
 lad.

regret ; sorrow.

coquetry ; trifling with, or deceiving
 in love.

confidingly • trustingly

Supply all that is required in the following expressions, and make them form the subjects of sentences : a womans nursing ; a womans tears ; my fathers sword and mine ; bingen on the rhine.

Copy the last verse, and draw an upright line at the end of each proposition.

Write a list of all the verbs in the last two stanzas, and state whether they are transitive or intransitive.

* Legion was a name given to a portion of the French army.



XXXI.—A BOY NATURALIST.

CONCLUDED.

Pronounce distinctly:—

un en dur' a ble	frac' tious (<i>shus</i>)	de pos' i ted (<i>poz</i>)
an noy' ance	ac com' mo date	smooth' ly (<i>th</i> as in
mis' chief	pro ject' ed	<i>then</i> , not as in <i>thin</i>)
used (<i>sound d</i> , not <i>t</i>)	in' stru ment	treas' ure

1. The first school to which he was sent was a dame's school. It was kept by an old woman called Bell Hill. It was for the most part a girls' school, but Bell consented to take the boy, because she knew his mother and wished to oblige her. Edward was accustomed to bring many of his "beasts" with him to school. The scholars were delighted with his butterflies, but few of them cared to be bitten or stung by his other animals, and to have horse-leeches crawling about them was unendurable.

2. Thus Edward became a source of dread and annoyance to the whole school. He was declared to be a "perfect mischief." When Bell Hill was informed of the "beasts" he brought with him, she used to say to the boy, "Now, do not bring any more of these nasty and dangerous things here again." Perhaps he promised, but generally he forgot.

3. At last he brought with him an animal of a larger

1. What statement in the first sentence is explained by one in the second? How do you account for the difference in the position of the apostrophe in **dame's** and **girls**? Point out all the transitive verbs in the paragraph, and change the voice of **was kept**, of **knew**, and of **to be bitten**.

2. For what does **Thus** stand? Why is the word **beasts** enclosed with quotation marks? What is understood after **forgot**?

sort than usual. It was a kae, or jackdaw. He used to keep it at home, but it made such a noise that he was sent out with it one morning, with strict injunctions not to bring it back again. He must let it go or give it to some one else.

4. But he was fond of his kae, and his kae was fond of him. It would follow him about like a dog. He could not part with the kae: so he took it to school with him. But how could he hide it? Little boys' trousers in those days buttoned over their vests, and as Tom's trousers were pretty wide, he thought he could get his kae in there. He got it safely in before he entered the school.

5. So far, so good. But when the schoolmistress gave the word "Pray," all the little boys and girls knelt, turning their backs to Bell. At this moment the kae became fractious. He could not accommodate himself to the altered position. But seeing a little light overhead, he made for it. He projected his beak through the opening between the trousers and the vest. He pushed his way upward: Tom squeezed him downward, but this only made the kae fractious. He struggled, forced his way upwards, got his bill out, and then his head.

6. The kae immediately began to *cre-waw! cre-waw!* "Oh, dear me! What's this noo?" cried Bell, starting to her feet. "It's Tam Edward again," shouted the scholars, "with a craw sticking oot o' his trousers!"

3. Give synonyms for **brought**, **animal**, **usual**, **made**, **let**, and **give**.

4. Birds fly and dogs walk; how then could the jackdaw be said to **follow** him **about** like a **dog**? Ought we to say **part with** or **part from**? Give your reasons. In what other way may we spell **trousers**?

5. Give the mood of **Pray** and the tense of **knelt**. Another form of **knelt**. Explain the proposition **he made for it**. What word is used a second time, for which it would be an improvement to substitute another?

Bell went up to him, pulled him by his collar, dragged him to the door, thrust him out, and locked the door after him. Edward never saw Bell Hill again.

7. The next school to which he was sent consisted wholly of boys. The master was one of the old school, who had great faith in "the taws" as an instrument of instruction. One day Thomas had gone to school earlier than usual. The door was not open, and to while away his time he went down to the Denburn.

8. He found plenty of horse-leeches, and a number of the grubs of water-flies. He had put them into the bottom of a broken bottle, when one of the scholars came running up, crying, "Tam, Tam, the school's in!" Knowing the penalty of being behind time, Tom flew after the boy, without thinking of the bottle he had in his hand. He contrived, however, to get it into the school, and deposited it in a corner beside him without being observed.

9. All passed on smoothly for about half-an-hour, when one of the scholars gave a loud scream and started from his seat. The master's attention was instantly attracted, and he came down from his desk, taws in hand. "What's this?" he cried. "It's a horse-leech crawlin' up my leg!" "A horse-leech!" "Yes, sir, and see," pointing to the corner in which Tom kept his treasure, "there's a bottle fu' o' them!"

6. Read the sentence containing only one subject and five predicates. State the reason for the use of the apostrophe in **It's**, **stickin'**, and **o'**.

7. Tell what you understand by **old school**, and **great faith**.

8. What was the penalty of being behind time? Should this read **Tom flew after the boy**, or, **Tom fled after the boy**? Why?

9. Point out the compound words in the paragraph. Point out the abbreviated or shortened words.

10. "Give me the bottle!" said the master; and, looking at the culprit, he said, "You come this way, Master Edward!" Edward followed him quaking. On reaching the desk, he stopped, and holding out the bottle, said, "That's yours, is it not?" "Yes, sir." "Take it then: that is the way out," pointing to the door; "go as fast as you can, and never come back; and take that too," bringing the taws down heavily upon his back.

SAMUEL SMILES.

10. How may we understand, from the way the words, **Give me the bottle!** are printed, that the master said them in a loud or angry tone?

consented; agreed.

to oblige her; to please her.

was accustomed; used.

source; cause.

annoyance; trouble.

declared; said positively.

injunctions: commands or orders.

fractious; troublesome.

instantly attracted; at once turned towards (the place).

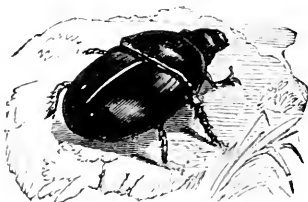
treasure; riches, anything that one values highly.

culprit; one who did the mischief.

Copy the fourth paragraph, and draw an upright line at the end of each proposition.

Compose sentences containing the following subjects: The scholars of Miss Bell Hill's school; Thomas Edward's kae, or jackdaw; The schoolmaster's taws; The bottom of a broken bottle.

Compose sentences containing the following predicates. was fond of play. were fond of play. kept their attention off their work. hit him over the back with a strap. is a person who studies nature in every form, including earth, rocks, plants, and animals.



XXXII.—PRIMA VISTA.

Pronounce distinctly:—

Au ro' ra	shel' tered	Cab' ot
hos' pi ta ble	guid' ance	Lab ra dor'
hom i ci' dal	guar' di an	fer' tile (<i>til</i>)
il lu' mine (<i>min</i>)	tri um' phant	Ver az za' ni (<i>zahnnee</i>)

1. "Land! Land!" how welcome is the word
 To all—or landsmen bred or seamen!
 Deep in their lairs the sick are stirr'd—
 The decks are thronged with smiling women.
 The face that had gone down in tears,
 Ten days since, in the British Channel,
 Now, like Aurora, reappears—
 Aurora wrapped in furs and flannel.
2. "Where?" "Yonder, on the right, dost see
 A firm dark line, and close thereunder
 A white line drawn along the sea,
 A flashing line whose voice is thunder?"
 "It seems to be a fearsome coast—
 No trees, no hospitable whiffs—
 God help the crew whose ship is lost
 On yonder homicidal cliffs!"

* * * * *

3. All hail! old *Prima Vista!* long
 As breaks the billows on thy boulders,

1. Poets are allowed to make use of words in a sense different from what is usual. Show an example of this poetic use of a word in the second line. How may we discover from this verse whether the voyage from Europe was made in a sailing vessel or in a steamer?

2. Give the sailors' name for **the white line**. Explain **voice is thunder**.

Will seamen hail thy lights with song,
 And home-hopes quicken all beholders.
 Long as thy headlands point the way
 Between man's old and new creation,
 Evil fall from thee like the spray,
 And hope illumine every station !

4. Long may thy hardy sons count o'er
 The spoils of ocean, won by labor ;
 Long may the free unbolted door
 Be open to each trusty neighbor !
 Long, long may blossom on thy rocks
 The sea-pinks, fragrant as the heather !
 Thy maidens of the flowing locks
 Safe sheltered from life's stormy weather !

5. Yes ! this is *Prima Vista* ! this
 The very landmark we have prayed for ;
 Darkly they wander who have miss'd
 The guidance yon stern land was made for.
 Call it not homicidal, then,
 The New World's outwork, grim its beauty ;
 This guardian of the lives of men,
 Clad in the garb that does its duty !

6. Less gaily trills the lover-lark
 Above the singing swain at morning,
 Than rings through sea-mists chill and dark
 This name of welcome and of warning.

3. Give synonyms for **billows**, **seamen**, **quicken**, **headlands**, and **illumine**.

4. Read the whole verse, making the word **may** begin each line in which it occurs. Explain **maidens of the flowing locks**.

5. Define **landmark**, **guidance**, **outwork**, and **guardian**.

Not happier to his cell may go
 The saint, triumphant o'er temptation,
 Than the worn captain turns below,
 Relieved as by a revelation.

7. How blest, when Cabot ventured o'er
 This northern sea, yon rocks rose gleaming !
 A promised land seemed Labrador ;
 (Nor was the promise all in seeming !)
 Strong sea-wall, still it stands to guard
 An island fertile, fair as any—
 The rich, but the unreaped reward
 Of Cabot and of Verazzani !

T. D'ARCY MCGEE.

6. Read the subject of each proposition in the verse. Explain **trills**.

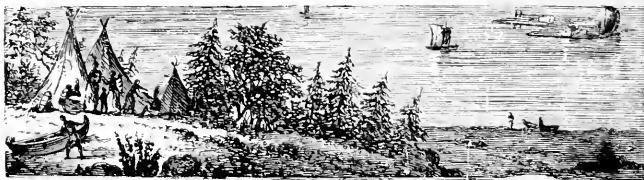
7. What island is referred to, and why is it said to be **the rich but the unreaped reward** of two persons ? Who were the two persons that are named ?

Prima Vista (Latin); first sight; of wind (blowing towards the
 a former name of Labrador. shore).

Aurora ; daybreak ; the Goddess homicidal ; murderous, man-kill-
 of Morning. ing.

illumine every station ; shed light
hospitable whiffs ; kindly puffs upon, or ease, every man's task.

Write compound sentences about **Prima Vista** and the **British Channel** ; **Landsmen** and **seamen** ; Ten days and six weeks ; **Captain** and **crew** ; **Boulders** and **headlands** ; **Sea-pinks** and **heather** ; **Saint** and **captain** ; **Northern Sea** and **fertile island** ; **Cabot** and **Verazzani**.



XXXIII.—WHAT I LIVE FOR.

Pronounce distinctly:—

as signed'
em' u late

pa' tri ot (*pay*)
com mun' ion (*munc*)

af flic' tion
as sist' ance

1. I live for those who love me,
Whose hearts are kind and true;
For the heaven that smiles above me,
And awaits my spirit too;
For all human ties that bind me,
For the task my God assigned me,
For the bright hopes left behind me,
And the good that I can do.
2. I live to learn their story,
Who suffered for my sake;
To emulate their glory,
And follow in their wake;
Bards, patriots, martyrs, sages,
The noble of all ages,
Whose deeds crown History's pages,
And Time's great volume make.
3. I live to hold communion
With all that is divine;
To feel there is a union
'Twixt Nature's heart and mine;

1. Read the verse, supplying the words I live wherever they are understood. What parts of speech are **kind** and **true**? Form two nouns from these words.

2. Explain **for my sake**, and **all ages**. Give other meanings for **wake**. Why do **History's** and **Time's** begin with capitals?

To profit by affliction,
Reap truth from fields of fiction,
Grow wiser from conviction,
And fulfil each grand design.

4. I live to hail that season,
By gifted minds foretold,
When man shall live by reason,
And not alone by gold;
When man to man united,
And every wrong thing righted,
The whole world shall be lighted
As Eden was of old.

5. I live for those who love me,
For those who know me true;
For the heaven that smiles above me,
And awaits my spirit too;
For the cause that lacks assistance,
For the wrongs that need resistance,
For the future in the distance,
And the good that I can do.

Dublin University Magazine.

3. Name the past tense of **hold**, **feel**, and **grow**. Give the full form of **'twixt**. Omit a word and substitute *connection*.

4. Find two or more synonyms for **foretold**. Tell what you understand by **Eden**.

5. Use *is in want of* for one word in the verse. What other word may be employed for **need**? Supply all the words understood in the last line but one.

awaits; waits for, attends upon.
Although these meanings differ from each other, either of them may be understood in the verses.

human ties; love for parents, for brothers and sisters, for wife and family, and for the world at large.

assigned; gave, set apart for.

To emulate their glory; to strive to equal their fame or good name.

wake; course. Properly, wake is the track made by a vessel passing through the water.

patriots; lovers of their country.

sages; wise or learned men.

martyrs; those who suffer hardship or death for what they believe

to hold communion; to be connected with, to hold fellowship.

Reap truth from fields of fiction; to gather lessons from such stories as have been written by Sir Walter Scott, Charles Dickens, W. M. Thackeray, and others.

conviction; belief after serious thought.

to hail; to welcome.

gifted minds; great and learned men.

Write the whole poem in extended lines as if it were prose, and supply all the words that may be understood.

XXXIV.—CANADIAN INSECTS.

INFURIOUS.

Pronounce distinctly:—

ex ter' mi nate

mag' ni fied

ker' nel

en sconced'

pro lif' ic

cat' er pil lar

ce cro' pi a

co coon'

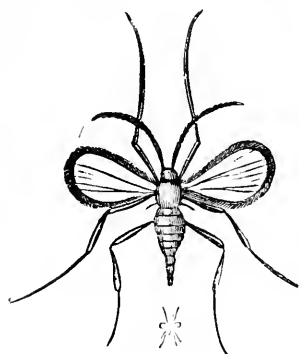
chrys' a lis

1. You all know an insect when you see it, but too many people are apt to suppose that every creature of this sort is a pest, and therefore they miss no opportunity of killing insects of all descriptions. To act in this manner is not only thoughtless and cruel, but is opposed to our own interests.

2. We should all know enough concerning the com-

moner kinds of insects, at least, to be able to distinguish those that are of benefit to us from those that are injurious. This knowledge will enable us to encourage the increase in numbers of the useful species, and to exterminate as far as we can those that damage our grain, fruit, and vegetables.

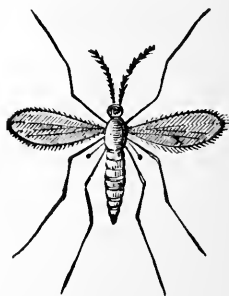
3. Let us glance first at a few of the latter, namely, those that, in the present state of our knowledge, we may feel justified in putting out of existence.



Here is the Wheat Midge, as it appears in its natural size (about one-tenth of an inch), and when greatly magnified. This harmless-looking little being lays its eggs in the tender heads of ripening wheat, and as soon as the larvæ, or grubs, are hatched they proceed to feed upon the sweet juices of the kernel, and cause the grain

to become dry, shrivelled, and almost useless.

4. The Hessian Fly is also very fond of wheat, but it does not make its attack by the same mode as that adopted by the Wheat Midge. The insect deposits its eggs within the sheath of the leaves, near the ground, where the larvæ extract the sap which the grain requires to make it plump and perfect.



5. We all know now the Potato Beetle. It made its appearance in Canada from the United States in 1872, having travelled hither from Colorado, at the foot

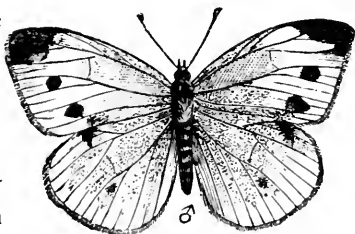
of the Rocky Mountains. Nothing need be said about it here except that there is not the least danger from poison in handling the insect, as was formerly said to be the case.

6. Another beetle, very much smaller, and known as the Pea Weevil, or Pea Bug, causes immense damage in some parts of the country. Just before the flowers of the pea fall, this little insect deposits its eggs upon the young pod in such a manner that the larvæ find their way into the newly-formed pod, where they feed upon the young pea, and lie snugly

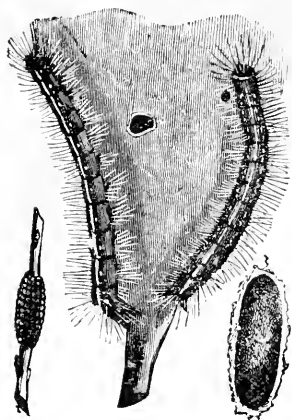


ensconced until they are old enough to gnaw their way out, and fly off as perfect insects.

7. One of the prettiest and most numerous of our insect pests is the Cabbage Butterfly, which reached Canada by means of an Allan steamer from Britain in 1858-9. It is now found as far west as the Rocky Mountains, and as far south as the Gulf of Mexico. It is very prolific, producing from two to three broods in the course of a single season.



8. Those who live in the country must be quite familiar with the work of the Tent Caterpillar. The full-grown insect is a brownish-colored moth, which deposits its eggs in closely arranged rows, so as to form a band round the small twigs of our apple trees. These



eggs remain upon the tree during the winter, until the young caterpillars are hatched in early spring. Winter is therefore a good time to examine the orchard with a view to destroy the egg-clusters. The young caterpillars begin the manufacture of their "tent" almost as soon as they leave the egg. Emerging from this retreat they will soon strip an apple tree of its leaves.

9. The apple tree is attacked by many other insect enemies, of which the largest and most beautiful, though not by any means the most hurtful, is the *Cecropia*. About the month of June the *Cecropia* begins to deposit her eggs on the apple tree, and in the course of five or six weeks the caterpillars are hatched. They continue to grow until nearly four inches in length, and from half to three-quarters of an inch in thickness. They are of a pale green color, and are covered with red and yellow wart-like knobs. In the fall they spin a large, strong, silken cocoon, inside of which they pass through the chrysalis state, and appear in the month of May or June in the form of a creature so beautiful that even a picture could give you but a faint idea of it.

interest; advantage, profit.

exterminate; drive away.

feel justified; feel that we are doing right.

magnified; enlarged, increased in size.

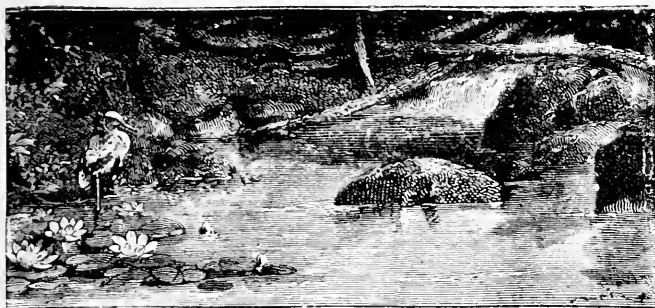
larvæ; grubs, maggots.

ensconced; covered up, hidden.

it is prolific; it increases rapidly in numbers.

emerging; coming out.

cocoon; egg-shaped case.



XXXV.—THE BROOK.

Pronounce distinctly :—

haunts
sud' den
twen' ty

treb' le
ed' dy ing
fal' low

wil' der ness es
shing' ly (*zhing*)
loi' ter

1. I come from haunts of coots and hern,
I make a sudden sally,
And sparkle out among the fern,
To bicker down a valley.
2. By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.
3. Till last by Phillip's farm I flow
To join the brimming river:

1. What kind of places are the haunts of coot and hern? Explain sally.

2. Give a synonym for By. What are we to understand by the numbers given in the verse?

For men may come and men may go,
But I go on for ever.

4. I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.
5. With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.
6. I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.
7. I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,
8. And here and there a foamy flake
Upon me, as I travel,
With many a silver waterbreak
Above the golden gravel,

3. Give a name to the brook from what you are informed, in the second line, it does. Explain **brimming**.

4. Name all the adjectives. What is a **bay**? Define **pebbles**.

5. Transpose the first line. What do you understand by a **fairy foreland**?

6. Tell what meaning you take from the third line.

7. What is the past tense of **wind**? What is a **blossom**?

8. Explain a **foamy flake**, and **silver waterbreak**.

9. And draw them all along, and flow
 To join the brimming river,
For men may come, and men may go,
 But I go on for ever.
10. I steal by lawns and grassy plots,
 I slide by hazel covers ;
I move the sweet forget-me-nots
 That grow for happy lovers.
11. I slip, I slide, I gloom, I glance,
 Among my skimming swallows ;
I make the netted sunbeam dance
 Against my sandy shallows.
12. I murmur under moon and stars
 In brambly wildernesses ;
I linger by my shingly bars ;
 I loiter round my cresses ;
13. And out again I curve and flow
 To join the brimming river,
For men may come, and men may go,
 But I go on for ever.

ALFRED TENNYSON.

-
9. Name the things referred to and included in the term **all**.
10. What kind of word is **forget-me-nots**? Give another example containing three or more simple words.
11. Give the past tense of the verbs in the first line. Explain the expressions **skimming swallows**, and **netted sunbeam**.
12. Substitute suitable words for **under** and **bars**. Explain **brambly**.
13. Transpose and form the first line into two propositions.

haunts; favorite places, resorts.

coot; a small water-fowl.

hern; wading bird, a heron.

bicker; go noisily and playfully.

thorps; villages.

sharps and trebles; high musical sounds.

eddying; whirling.

fret; wear away.

fallow; untilled field.

fairy foreland; little point of land.

lusty; strong and stout.

grayling; silver gray fish of the salmon family.

steal; move quietly.

lawns; level, green sward, plots of cultivated grass.

wildernesses; uncultivated places.

shingly; gravelly.

loiter; spend time.

Select from the poem all the verbs referring to the action of the brook. Write them neatly, and give their other tenses. Compose compound sentences containing the verbs selected.

XXXVI.—CANADIAN INSECTS.

BENEFICIAL.

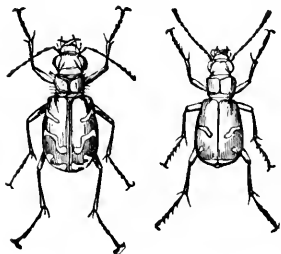
Pronounce distinctly:—

in' sects
fe ro' cious

spe' cies
mos qui' toes

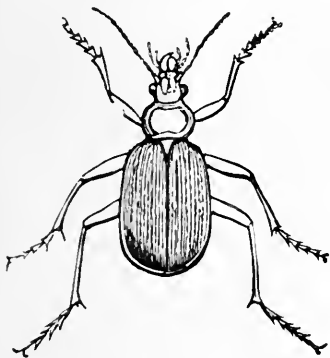
Ich neu' mons
Tach i' na

1. As you have already been informed, all insects are not pests. Many belonging to one species prey upon those belonging to another; and it requires only some observation on our part to distinguish those that we should kill from those we ought to preserve.

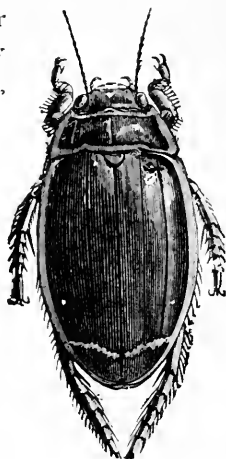


2. Some of those that we are apt to regard as the ugliest of creatures are of immense service to the farmer and the gardener. Take for example the Tiger Beetles (what a ferocious name!) that live when young as well as when full-grown upon other insects.

3. Then there are the Ground Beetles, living beneath chips and stones, busying themselves in eating up various kinds of caterpillars and the grubs of Potato Beetles. Look too at this monster—the Water Beetle. This powerful looking fellow is not nearly so savage as he appears,



GROUND BEETLE.



WATER BEETLE.

and he occupies most of his time filling his stomach with the young of mosquitoes, and of other insects that spend their early days in the water.

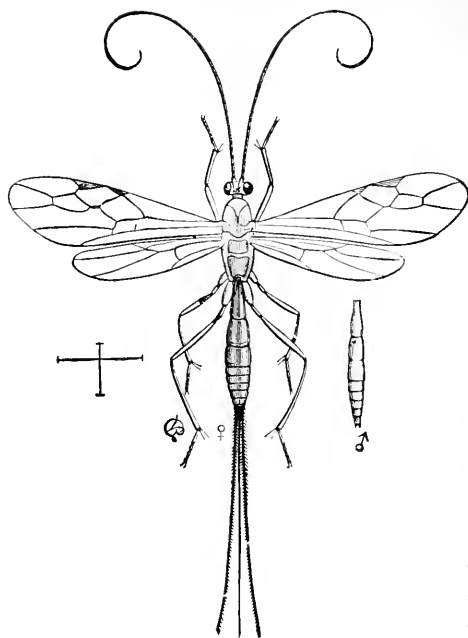
4. The Common Scavenger Beetles are exceedingly useful fellows. Not only do they consume carrion, but some of them lay their eggs in the dead bodies of small animals which they have the purpose of affording a supply of food as soon as they are hatched. Some other species spend their time in eating up all sorts of decaying vegetable matter.



only do they consume of them lay bodies of small and carefully buried for ing the grub Scaven-

as soon as they are

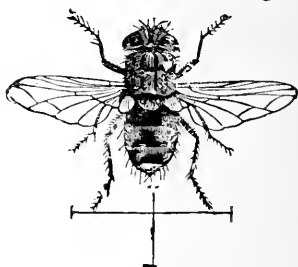
5. A large class of four-winged insects known as Ichneumons, are probably the most active and most deadly enemies with which other insects have to contend.



When an Ichneumon fly wants to lay her eggs, she looks about for a good fat caterpillar. This she seizes upon, pierces a hole in it, into which she drops an egg, and goes off leaving the young Ichneumon to be hatched within the body of the caterpillar.

6. But it is not the four-winged insects alone that lay their eggs in

such a strange receptacle; there are some two-winged ones equally expert. Here is the picture of a Tachina Fly that is in the habit of providing for her family in a similar manner, and were it not for this singular habit of both these species we should be overrun with grasshoppers, moths, and butterflies of many descriptions.

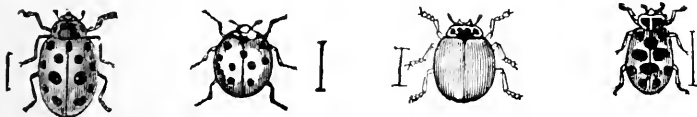


7. What an elegant fellow is the Dragon Fly, or "Darning Needle" as the boys call him! Before these beautiful creatures are old enough to have wings, they



live in the water, and they are always so hungry and ferocious that they consume large quantities of the larvæ of other insects.

8. The Lady-birds have always been the favorite beetles of children, probably owing to the beautifully spotted wing-cases that these insects possess. All the Lady-birds busy themselves in attacking the eggs and larvæ of noxious insects. Even the Potato Beetle is not free from its ravages.



9. There is probably not a single species of insect injurious to vegetation that has not one or more deadly enemies in the shape of other insects, and it should be borne in mind that very frequently the smallest, and apparently the most insignificant, inflict most damage upon vegetation, while it may be that those we speak of as being "ugly" are really "blessings in disguise."

immense service ; great use.

consume ; eat up.

carriion ; dead and decaying flesh.

affording ; giving, yielding.

receptacle ; receiving place.

noxious ; hurtful.

in disguise ; hidden, not apparent.

I.

XXXVII.—DISCOVERY AND EARLY SETTLEMENT OF CANADA.

Pronounce distinctly:—

In' dies	St. Ma' lo (<i>a as in far</i>)	Ir' o quois (<i>Eerokwaw</i>)
In' di ans	St. Law' rence	Nip' iss ing
con' tin ent	Ro' ber val	sur ren' der
Ca bot'	Vice' roy	de fi' ance
Jacques (<i>Zhak</i>)	Cham' plain (<i>Sh</i>)	he ro' ic
Car ti er (<i>te-ay</i>)	Al gon' quin (<i>keen</i>)	mem' o ry

1. In the year 1492, Columbus discovered the New World. He had hoped by sailing westward to reach the coast of India. The islands on which he landed were therefore called the West Indies, and the inhabitants received the name of Indians. The latter name was soon applied to all the natives of the American continent.

2. The nations of Europe were eager to take possession of these new-found lands. In 1497, John Cabot landed on the coast of Labrador, and raised the standard of England on the soil of the New World.

In 1534, Jacques Cartier, a native of St. Malo, in Brittany, with two small ships, sailed up the St. Lawrence and took possession of the country in the name of France. Next year he returned and explored the noble river as far as the large island to which he gave the name of *Mont Royal*, now Montreal. He spent the winter at Quebec, where twenty-six of his crew died from the severity of the climate and the attacks of scurvy.

3. In 1542, Roberval, who was appointed Viceroy of New France, as Canada was then called, wintered near

Quebec, and lost over sixty men by the terrible scurvy. A few years later, Roberval attempted to plant another colony in this country, but his fleet was never heard of after it sailed. Thus ended the early attempts at the settlement of New France.

4. For more than fifty years no further attempt was made to colonize the country. At length, in 1608, Champlain, as agent for a French trading company, laid the foundation of Quebec, one of the most famous cities of the New World. He unwisely took part in a conflict between the Algonquin and Huron Indians of Canada and the Iroquois of what is now the State of New York. The firearms of the French conquered the Iroquois for the time, but the latter became for a hundred and fifty years the bitter foes of the French colonists.

5. Champlain was a daring explorer. Sailing up the Ottawa, he penetrated, by way of Lake Nipissing and French River, as far as Lake Huron. Joining an Indian war party, he proceeded through a chain of lakes and rivers to Lake Ontario, and again attacked the Iroquois. Defeated and wounded, he was compelled to fall back with his Indian allies through the wintry woods, and after a year's absence again reached Quebec.

6. During the summer of 1628, England and France being then at war, Sir David Kirk with several English ships entered the St. Lawrence and demanded the surrender of Quebec. Although the town was on short allowance of food, Champlain returned a brave defiance to Kirk.

7. The little garrison, suffering greatly from famine, was compelled the following year to surrender to an overwhelming force. But after three years' possession by the English, Quebec was restored to France. In

1635, the heroic founder of Quebec died. During thirty years he had labored for the struggling colony against the greatest difficulties. His life was noble and pure, and his name still lives in the memory of a grateful people.

DR. WITHROW.

raised the standard of England ; hoisted the flag of England, and claimed possession for that country.	took part in a conflict ; sided in a fight.
Viceroy ; ruler instead of the King, Governor.	a daring explorer ; a bold trav- eller to previously unknown parts of the country.
to colonize ; to settle.	he penetrated ; he pushed his way.
laid the foundation ; founded, began the building.	demanding the surrender ; ordered the giving up.
	defiance ; challenge to fight.

II.

XXXVIII.—THE HUNDRED ASSOCIATES.— FRONTENAC—1627—1673.

Pronounce distinctly:—

as so' ci ates	Seign' eurs (<i>senyurs</i>)	Jes' u it (<i>jezz</i>)
Eu ro pe' ans	e lev' en	mis' sion a ries
stock a' ded	ten' ure	Mar quette' (<i>ket</i>)
pop u la' tion	a bol' ished	Jo' li et (<i>Zho</i>)
vet' er an	Fron' ten ac	Mis sis sip' pi
reg' i ment	trav' ersed	Wis con' sin

1. To promote the settlement of Canada, a company known as the Hundred Associates was formed. This company was to send out four thousand colonists from France within fifteen years, and to have the entire control of the colony's trade, which was chiefly in furs.

2. At the death of Champlain there were only two hundred and fifty Europeans in the country. In the

thirty-five years of its existence the company sent out scarcely one thousand settlers.

3. In the year 1642 was built the little stockaded fort which has grown to be the important city of Montreal. Time after time it was attacked by the blood-thirsty Iroquois, and many of its inhabitants were slain. But as a great trading and military post, and as the centre of the traffic in furs, it continued to grow in population and in importance.

4. In 1665 De Tracy with two thousand veterans from France invaded the Iroquois country, conquered the braves and burned their towns. So crushing was the blow that for eighteen years the colony had rest. The regiment was disbanded in Canada, the soldiers receiving grants of land as the tenants of their officers, or Seigneurs.

5. They paid a small rent, but were obliged to labor for the Seigneur a certain number of days in the year ; to give him one fish out of every eleven caught ; and when they sold their lands, they had to pay the Seigneur one-twelfth of the price received. This was the origin of the "Seigniorial tenure," which was abolished so recently as 1854.

6. To provide wives for the new colonists, large numbers of respectable young women were sent from France, and on their arrival we are told that "couples were married by thirties at a time."

7. The most famous Governor of New France, after Champlain, was Frontenac. His rule lasted twenty-one years, namely, from 1672 to 1682, and from 1689 to 1698. One of his first acts was to build, at the foot of Lake Ontario, where Kingston now stands, a fort which was long called by his name.

8. Under his authority bold explorers traversed the continent from Hudson Bay to the Gulf of Mexico.

Throughout this vast region the names of many lakes, rivers, and mountains remind us of these early French explorations.

9. Many of the explorers were Jesuit missionaries. In 1673, Father Marquette, with Joliet, who was a native of Quebec, reached the Mississippi by way of the great lakes and the Wisconsin River.

DR. WITHROW.

to promote the settlement of Canada; to encourage people to come and live in Canada.	seigniorial tenure; the holding of land as the tenant of a seigneur, or nobleman, to whom it had been granted by the king.
trading and military post; place where goods are bought and sold, and where a number of soldiers are stationed.	abolished; done away with.
veterans; old soldiers.	under his authority; by his orders, or according to his wish.

III.

XXXIX.—VOYAGE OF THE *GRIFFON*—IRO- QUOIS WARS.—1679-1698.

Pronounce distinctly:—

Ni ag' a ra	Lou is i a' na	mas' sa cred (<i>kerd</i>)
Mich' i gan (<i>Mish</i>)	bar' bar ous ly	re tal' i at ed
foun' dered	op por tu' ni ty	fron' tier
dis ap point' ments	La chine' (<i>sheen</i>)	for' tress

1. In 1679, the *Griffon*, a vessel of forty-five tons, was built by La Salle on the Niagara River above the Falls. In this vessel he sailed to Lake Michigan. Having been there freighted with furs, she was sent back to the fort on the Niagara. But she must have foundered in an autumn storm, for she was never heard of again. After waiting in vain for her return, La Salle resolved to press on to the interior.

2. In the depth of winter, notwithstanding the mutiny and desertion of many of his followers, he built a fort, which he named *Crève-cœur* (Heart-break). Pushing on after many delays and disappointments, he reached the Mississippi, sailed down that mighty stream to its mouth, and claimed the vast mid-continent for France. In honor of his sovereign he gave it the name of Louisiana. In a later attempt to colonize the country he was barbarously murdered by his men upon the plains of Texas. /

3. During the seven years' absence of Frontenac from Canada, the Iroquois again ravaged the country. They lay in wait near every settlement for an opportunity to secure French scalps.

4. In the year 1689, twelve hundred painted warriors landed one night in August, on the island of Montreal. Before daybreak they lay hidden round every dwelling in the village of Lachine. The houses were set on fire, and two hundred of the inhabitants massacred.

5. The English settlers at Albany and in New England had become the rivals of the French for the Canadian fur trade. They sent agents among the Indian tribes to purchase furs, and are said to have stirred up the Iroquois against the French.

6. In 1690, Frontenac, who had been re-appointed Governor of Canada in the hour of her deepest need, sent forth three expeditions which ravaged the English frontier settlements with fire and sword. The English retaliated by sending Sir William Phipps with a powerful fleet to attack Quebec. Its commander returned a haughty defiance and opened fire. Phipps's attack was repulsed, and nine of his vessels were wrecked.

7. Meanwhile the Iroquois continued their ravages. "No Frenchman," they said, "shall have leave to cut a

stick. They shall find no quiet even in their graves." And to a terrible extent they made good their threats. Along the frontier every house was a fortress, and every household an armed garrison. The cultivation of the soil was impossible, and famine threatened the land.

8. To put an end to this fearful state of affairs, Frontenac again invaded the Iroquois country, burned their villages and crushed their power. Two years later, the stern old soldier died, in his seventy-eighth year, having preserved to France the colony which he found on the very verge of ruin.

DR. WITHROW.

foundered; sunk.

resolved to press on to the interior; made up his mind to push his way into the heart of the country.

mutiny; disobedience.

retaliated; took revenge.

haughty defiance; proud reply.

stern; brave and firm.

verge; brink.

IV.

XL. — FROM QUEEN ANNE'S WAR TO THE DEFEAT OF BRADDOCK.—1710-1755.

Pronounce distinctly:—

mas' ter y

Lou' is bourg

Bret' on

sur ren' dered

es tab' lished

for ti fi ca' tions

mag nif' i cent

lieu ten' ant-col onel

Du Quesne' (*Kane*)

de spis' ing

am' bus cade

(*leftenant-kurnel*)

1. In 1711, during what is known as Queen Anne's War, another attempt was made by the British to capture Quebec. Sir Hovenden Walker with eighty-eight ships and transports sailed up the St. Lawrence to attack the town. But, eight of his vessels were wrecked in a dense fog, and the attempt to take the city had to be abandoned.

2. After a peace of thirty years, namely from 1713 to 1743, war again broke out between the two great nations that contended for the mastery of the North American continent. The first important event of the war was the capture of Louisbourg in Cape Breton.

3. The French, at great expense, had made Louisbourg one of the strongest fortresses in the world. After a six weeks' siege it surrendered, but on the conclusion of the war, three years later, it was restored to France.

4. To secure for Great Britain a fortress and harbor in Nova Scotia, in 1749 a strong colony of four thousand persons was established at Halifax. Fortifications were constructed, which still guard what is now the great naval station of the British fleet in the New World.

5. In 1754, began the bitter struggle which was to end in the conquest of Canada by the British. The French seized a British fort on the Ohio River and re-named it Du Quesne.

6. George Washington, who was afterwards the first President of the United States, was then a lieutenant-colonel in the British service. He attempted the recapture of Fort Du Quesne, but failed in the endeavor.

7. The following year General Braddock renewed the attempt. Despising the advice of Washington and other backwoods fighters, he sought to carry on war amid the wilds of America, as he had on the plains of Flanders; but falling into an ambuscade of Indians, he speedily met his death.

DR. WITHROW.

transports; vessels for carrying troops and war material.

abandoned; given up.

contended; fought for.

naval station; port where war-

ships lie, and where stores of war material are kept.

despising; paying no attention to.
an ambuscade of Indians; a body of Indians who were waiting in hiding to attack him.

V.

XLI.—GENERAL JOHNSON'S VICTORY AND
THE SEVEN YEARS' WAR.—1755-1759.

Pronounce distinctly:—

ex pe di' tion	ex haust' ed	Al' ba ny (<i>awl</i>)
be sieg' ing	vig' or ous	strength' ened
Dies' kau (<i>Deesko</i>)	Ti' con de ro' ga	Am' herst (<i>erst</i>)
Os we' go	Ab' er crom bie	con' quest (<i>kong</i>)

1. A British expedition against Crown Point, a French fort on Lake Champlain, was more successful. While besieging the fort, Colonel, afterwards Sir William Johnson, a colonial militia officer, was attacked by Baron Dieskau, a French general. By his skill in forest fighting, Johnson gained a brilliant victory, and wiped out the disgrace of the defeat inflicted on Braddock at Du Quesne.

2. Britain, with her ally, Prussia, was now engaged in the great Seven Years' War (1756-1763) with France, Austria, and Russia. The chief event of the year 1756 was the capture of a strong fort at Oswego by the young French general, Montcalm.

3. The following year he won further laurels by the taking of Fort William Henry, on Lake George. But the strength of Canada was fast being exhausted, and during 1758 she sustained several heavy losses.

4. The first of these was the fall of Louisbourg after a vigorous siege of seven weeks. The British sent five thousand soldiers and sailors prisoners to England. The fortress, constructed at immense cost, and attacked and defended with so much valor, soon fell into utter ruin. To-day only a small fishing hamlet and a few moulder-

ing mounds mark the former scene of so much military pomp and power.

5. Another severe blow to the French was the capture by the British of Fort Frontenac and Fort Du Quesne. These successes gave the captors control of the Lakes and of the Ohio valley.

6. Montcalm won his last victory at Fort Ticonderoga. With an army of sixteen thousand men, the largest force that had ever been collected in America, Lord Abercrombie, the British general, set out from Albany for Lake Champlain. On a bright July morning he embarked his whole force, in over a thousand flat-bottomed boats, on Lake George.

7. Montcalm had with him nearly four thousand of his best troops, and had strengthened his position by a breastwork of felled trees with sharpened stakes pointing outward. After a six hours' gallant attack, Abercrombie was compelled to retreat with the loss of two thousand men.

8. The following year, 1759, three crushing blows fell upon the French power in the New World. The first was the taking of Fort Niagara by Sir William Johnson. As a result of this victory the command of the great lakes passed away from France for ever. The second was the capture of Ticonderoga and Crown Point, on Lake Champlain, by General Amherst. The third and greatest disaster of all was the conquest of Quebec by General Wolfe.

DR. WITHROW.

expedition ; army sent out.

militia ; citizen-soldiers. (Not of the regular army.)

inflicted ; laid on.

laurels ; honors. (The laurel is an evergreen tree, with the leaves

of which the Romans, in olden times, crowned victors.)

vigorous siege ; powerful and long-continued attack.

military pomp ; warlike show.

disaster ; mishap.

VI.

XLII.—CAPTURE OF QUEBEC BY WOLFE—
1759.

Pronounce distinctly:—

cul ti va' tion	Mont mo ren' cy	prompt' ly
Bi got' (<i>Begeo</i>)	Mont calm'	re sist' ance (<i>zist</i>)
con ti nen' tal	re cap' ture	ca pit u la' tion
im preg' na ble	en coun' ter	sev' ered

1. The condition of Canada at this time was one of great weakness. The wonder is that the colony held out so long. The cultivation of the fields had been given up to women and children, every able-bodied man being in the army. The crops were almost a total failure.

2. The soldiers and citizens were put on short allowance of horse-flesh and bread. Men fell down from faintness in the streets of the town. Yet, during this period of general distress, Bigot, the French Intendant, grew rich on the sufferings of his fellow-countrymen.

3. Pitt, the Prime Minister of Great Britain, chose his agent well for the conquest of Quebec. General James Wolfe, though only thirty-three years of age, had already won distinction in the Continental wars. He was now to win his grandest victory at the cost of his life.

4. With forty war vessels and transports carrying eight thousand troops, he reached Quebec in the month of June, 1759. But the city seemed impregnable, and its guns barred the passage of the river.

5. On July 31st, Wolfe attempted a landing at the Falls of Montmorency, but was repulsed with considerable loss. Early in September his ships forced a passage up the river, and before daybreak on the thirteenth he

landed nearly five thousand veteran troops, who, before the French were aware, had climbed the steep cliff and stood upon the Plains of Abraham.

6. Against these Montcalm marched with some seven thousand troops. The conflict was sharp and swift, for in fifteen minutes was lost and won the battle that gave Canada to Great Britain. Wolfe was killed on the field of battle, and Montcalm died from his wounds the following day.

7. During the winter General Murray held the conquered city, although his troops suffered much from frost and scurvy. In the following spring the French attempted the recapture of Quebec.

8. On the twenty-seventh of April, 1760, Murray attacked the French, but was driven back into the city with heavy loss. This encounter is known as the Battle of Ste. Foye. For eighteen days the French pressed the siege, when the arrival of a British fleet relieved the garrison.

9. The French now retreated to Montreal, there to make their last stand. But the British promptly followed in such force that resistance was in vain; and on the eighth of September, 1760, was signed the capitulation which severed for ever Canada from France.

DR. WITHROW.

put on short allowance; served with meagre portions.

Intendant; chief magistrate.

impregnable; so strong that it could not be taken.

pressed the siege; steadily kept up the attack.

capitulation; treaty of surrender.

VII.

XLIH.—CANADA AFTER THE CONQUEST—
1760–1776.

Pronounce distinctly:—

oc' cu pan cy
fe ro' cious
tem' po ra ry
gen' er ous ly

Pon' ti ac
Mack in aw'
De troit'
rev o lu' tion

Mont gom' er y
Ben' e dict
Chau' di ere (*sho*)
as sault'

1. On the conquest of Canada by the British, the waste and ruin of a prolonged and cruel war were succeeded by peace and prosperity; and the pinchings of famine, by the rejoicings of abundance. The one hundred and fifty-seven years of French occupancy had been a long struggle against fearful odds—first with the ferocious savages, then with the combined power of Great Britain and her American colonies.

2. As a temporary measure, a military government was organized in Canada. The free exercise of their religion was accorded to the people, and their more pressing wants were generously relieved.

3. Soon after the cession of Canada, the red cross of St. George took the place of the lilies of France in all the forts of the West. Under the influence of Pontiac, a noted chief, a wide-spread Indian revolt broke out.

4. At Mackinaw, the savages engaged before the fort in an animated game of lacrosse. The soldiers and officers lounged about the gates watching the play. Squaws strolled unnoticed into the fort. At length a well-directed throw tossed the ball within the gate. As the Indians rushed after it, the squaws gave them the hatchets which they had hidden beneath their blankets.

5. The work of massacre began. The garrison was overpowered, and all who were not slain were made prisoners. Similar scenes took place at many other forts. Detroit was besieged for fifteen months—an unexampled event in Indian warfare. But the revolt was finally suppressed, and many white captives were restored to their friends.

6. On the outbreak of the war of the American Revolution, in 1775, Canada and Nova Scotia were invited to join in the rebellion. But they proved steady in their loyalty to Great Britain.

7. In the autumn of that year, Colonel Richard Montgomery, having advanced by way of Lake Champlain against Montreal, occupied that town. At the same time Colonel Benedict Arnold advanced by way of the Kennebec and Chaudière against Quebec, where he effected a junction with Montgomery's forces.

8. On the last day of the year a two-fold assault was made on the Lower Town. Both of these were repulsed, and Montgomery was killed. All winter long the invaders encamped in the snow before the ramparts, suffering much from cold and the attacks of small-pox.

9. In the spring of 1776, they were compelled to retreat, and shortly afterwards all the American forces were removed from the country. Thus ended in disaster and defeat the invasion of Canada during the Revolutionary War.

DR. WITHROW.

occupancy; possession, ownership.

generously; fully, bountifully.

an unexampled event; something the like of which never happened before.

finally suppressed; at last put down.

loyalty; faithfulness.

to join in the revolt; to take part in the war (against Britain).

REVIEW.

What is a diphthong? a triphthong? Give examples of each.

What name is given to syllables such as *un*, placed at the beginning of words? What effect have these syllables upon the meaning of the words?

What name is given to syllables such as *ness*, placed at the end of words? How are the meanings of words affected by these syllables?

What is the name of a word that contains one syllable? two syllables? three syllables?

Tell what you understand by accent.

What is meant by *degree*, when speaking about adjectives?

Define a *proper noun*. What do you understand by words being in the plural? Name several ways in which plurals may be formed according to the letters that end the singular.

What is the predicate of a sentence?

What are transitive verbs?

What is tense? Name the three principal or real tenses.

What are parts of speech? Name all those that have been referred to in this book.

What is emphasis? Explain why reading is improved by a proper use of emphasis.

What is a parenthesis? Select and read sentences containing parentheses.

What is personification? Give some examples not contained in this book.

What is a synonym? Why is it necessary to have a knowledge of synonyms?

What is a proposition? Give several examples.

Tell what you understand by substituting words and by transposing them.

Write neatly upon the blackboard, in connection with their names the following punctuation marks, viz.: comma, colon, semicolon, period, dash, hyphen, apostrophe, parenthesis, query or interrogation, exclamation or admiration, and quotation.

Write six simple sentences, naming in each sentence one of the places in which capital letters ought to be used.





